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Teachers' Quarterly

Vol. III No. I.

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Teachers' Quarterly

Vol. III. No. I. March 31, 1958

Foreword

We approach the schools again at a time when most of them have just concluded one session and are starting with another. The whole season may be characterised as the examination season, the whole year's work (fifteen months in the case of this particular year) being judged by a week's performance, at this time of the year teachers and headmistresses in most schools are just hearing sighs of relief after having declared the "results"—having promoted some pupils and denied promotion to others. They have also had to conduct admission tests for new applicants, in some cases involving a few hundred applicants for only a few seats. But these examination results have also been declared in most cases, and the new session starts.

The biggest and the most important of all examinations in secondary education—the one for which all others appear to be just inadequate preparation is also just over (Alas not without some really regrettable mishaps). This greatest of all examinations—THE FINAL EXAMINATION—is assuming greater proportion year after year—and becoming more and more unwieldy and unmanageable every year. The ultimate final goal—the supreme Lord of the whole field of secondary education is gradually becoming more and more of a malevolent demon and demanding sacrifice of thousands of boys and girls, and we who 'run the show' of school education are just helpless cogs and wheels in the machine and are providing this stupendous sacrifice of youthful energy year after year. Is

it not really frustrating for us to feel that after our sweated labour year after year we are sending up boys and girls, 50% of whom are doomed to failure and 45% more to a bare success which leads them nowhere. The defects of Examinations, as they are held in our country, have been discussed threadbare by all concerned—by educationists, educational organisers, teachers, and last but by no means the least, the examiners themselves. It is alleged that these test nothing but the capacity to memorise and that also not always very well. And yet teachers and pupils and all types of administrators in the field of education devote all their time and energy for conducting these examinations and preparing candidates for the same.

The merits of new types of examination also have been discussed often at seminars of teachers and administrators. But there is a nervousness leading to hesitation in trying it out in actual practice. Recently, however, the problem is being tackled more seriously by the All India Council for Secondary Education and Seminars and Workshops on the reform of examination are being held all over India, not only for teachers, headmasters and lecturers of training colleges but for School Inspectors, and administrative officers of Boards of Secondary Education and Education Departments of Governments.

Examiners and papersetters also are to be trained in the conducting of new type tests, if these are to be successful at all.

A short workshop seminar on the reform of examination was held at the Institute of Education for Women from the 12th to 17th February 1958 under the joint auspices of the Extension Services Departments of the David Hare Training College and Institute of Education for Women. This was attended by thirtyfive teachers, men and women. Some of them are even now working regularly and very seriously on the subject. A more detailed account of the project will be found along with the co-ordinator's report at the end of this magazine.

I should like to request all concerned with education to reflect on the matter very seriously and start with a new year's resolution to make a beginning in the reform of examinations in their own institutions (however small at first) in the new session. We, on behalf of the Extension Service Departments, will try to render as much help as possible to whosoever will take up this new work of reform.

On Examination Reform*

By SHIB K. MITRA, M.A. (Pat), Ph.D. (Chicago), Sigma Xi (U.S.A.)
Indian Statistical Institute, Calcutta

From time to time, there have been pronouncements, official as well as non-official, on the defects of the existing system of examinations in our country. But there has been little organised endeavour to do something which may lead to an improvement in the situation as it exists to-day. It is only lately that some hopeful signs of organised thinking and research for action have appeared due to the initiative taken by the Ministry of Education at the Centre and the All-India Council for Secondary Education. This symposium, therefore, is very timely and the organisers should be thanked for whatever contribution this symposium may make towards the larger process of educational change going on in the country to-day. Personally, I am grateful to Shrimati Nalini Das, the Principal of this Institution, for giving me the privilege of participating in this symposium.

Any reform in the examinations today will have its impact on the educational process as a whole, and through the latter on our society and the State. Therefore, any reform of examinations should be backed by careful thinking and research. When the educational process associated with the name of Macaulay was introduced in India in the early days of the British government, a method of examination which formed an integral part of that process, was also imported from England. Perhaps, the method of examination introduced then was adequate for fulfilling the needs of the time, which were set forth admirably in the goals of education to be found in the memoirs of some of the British administrators of those days in Bengal. However, with the attainment of independence and the adoption of a republican constitution, the needs of our society have changed. New goals of education are being thought of in order to cope with the demands of our time. In the light of these, the Radhakrishnan Commission on University Education and the Secondary Education Commission have both condemned the present method of examination as no longer adequate to fulfill the requirements of modern education. Further, with the coming of planning in the affairs of the state, we have accepted a socialistic society as the aim of our plans for development. So we have to formulate the goals of education in terms of the needs of a socialistic society and we have to introduce an educational process which will lead us to that goal. In so far as examination is an integral part of that process, we have to consider any reform in examination in the broader context of educational process, educational goals and social needs. Now, I am not going to consider these broader issues here; I shall rather leave it for persons more competent than me. I am drawing your attention to these neglected aspects

* [Paper read at a symposium held on January 13, 1958 in connection with the annual celebrations of the Institute of Education for Women, Calcutta]

of examination reform only in the hope that some amongst you may ponder over it and may, perchance, make a significant contribution to the whole programme of examination reform.

Let us consider now some of the specific issues involved in a reform of examinations. Any reform has to keep in view the purpose of the examination, and all examinations do not have the same purpose. Thus, the purpose of an examination may be to find the extent to which say, geography, has been learnt by the student of one class in one school, geography having been taught to the class for a specified period of time by a teacher who is also the examiner. Phrasing it in the way I have done, it may look unfamiliar to some of you, but actually this is the purpose of most periodical or terminal examinations in our schools. Now, the question is whether the present method of examination is adequate for this purpose. I say, it is not.

There are several difficulties with the present method of examination. First, the teacher being the examiner is likely to be biased in his judgement on the answers by his impressions of the learning of the students, which impressions were formed cumulatively during the course of teaching. I am leaving out other sources of bias for the present. It may be argued, and rightly so, that judgments based on impressions growing cumulatively over a period of time are likely to be more reliable than judgement based on a few minutes of observation or on the answer to a few questions written in an examination lasting for some fraction of an hour. This is acceptable, but then the marks in a geography examination are no longer measures of the extent or amount of learning in geography as shown by only the answers actually written by the students. The proportional contributions of cumulative judgement and the actual answers written, to the marks given in such an examination, can not be ascertained. Besides, cumulative judgement may weigh heavily in the award of marks to the answers of certain students, whereas it may have much lesser weight for others. As the weights given to impressions and to the written answers are intuitive rather than rational, and also because the weighting takes place unconsciously in the mind of the teacher, considerable variability is likely to vitiate the results. There is also an ethical question. Is it right for the teacher to have the students believe that the marks are based exclusively on the answers written, whereas in fact it is otherwise? Why not rather separate the two sources of marks? Why not have rational weights for cumulative judgments derived empirically from cumulative record cards and also for the answers in a written examination, so that we know the proportional contribution of each source to the final marks, and, thus, control the weights in the light of experience? This will also make it possible to announce to the students and the guardians, who are the tax-payers, how exactly marks are derived, so that they know the relative importance of cumulative record and examination.

Let us consider next the question of a pass-mark in a periodical examination, like the one we discussed just now. If the objective is to find the extent or amount of learning, a maximum is fixed by the amount taught. There may be students in the class who have learnt more than what was taught, but the teacher is usually not interested in knowing whether the students have learnt more than what he was taught in the class. Now,

continuing with our example of geography examination, suppose the teacher has taught the names of all the Indian states, the names of the state capitals, their location on a map of India and the air and rail routes of each. This then is the maximum and if the questions cover all of these, whoever gives the correct answer to all should receive the maximum marks. The marks will decrease as the number of incorrect answers increase till zero is reached, when no answer is correct. Where shall the pass-mark be in a scale with values from zero to 100? Though there may be only 3 questions with 10 marks each, with a suitable transformation the range of marks can be stretched from zero to 100. Now, usually the pass-mark is kept at 30. I do not see *any* reason for this value of pass-mark. As a matter of fact, I do not see a good reason for having a pass-mark at all in a periodical examination. The objective of the examination is to find the extent to which the subject, say geography, was learnt by the class. This may mean, either, what the average amount is for the class as a whole, or the amount learnt by each pupil. The teacher may be interested in both; in the former, for his satisfaction or dissatisfaction, depending on whether we are dealing with a self-complacent or an ambitious teacher; in the latter for planning further teaching. Now, in any case, the fixing of a pass mark will be entirely arbitrary, depending primarily on the teacher's personality. Actually, the teacher rarely thinks about it; the pass-mark is fixed by convention. The teacher really does not need it, for he is not interested in dividing the class into two groups, pass and fail, for differential teaching, as one group being composed of those who have learnt and the other of those who have not. Rarely is it possible for a school to arrange separate classes for those who fail, even if the teacher is interested. If may be argued that a pass mark should be there, if only to punish those who are not learning up to the mark. This raises serious questions about the pedagogical and psychological consequences of a pass-mark, or as I shall prefer to call it the fail-mark. What is the effect of punishment on those whose learning does not reach to arbitrary criterion laid down by convention? If the effect is such that it leads to foster the rate of learning, punishment in the form of fail-marks should be given. It is, however, questionable whether punishment increases the rate of learning. Usually very simple-minded assumptions are made for the award of fail-marks, viz., that learning has not taken place in those who have failed due to lack of motivation, and that motivation can be increased by punishment. Both these are questionable, and the entire area of school failure is still a field for worthwhile scientific investigation.

While the arbitrariness of the fail-mark may be accepted, it may be argued that a fail-mark is still necessary in periodical examinations in order to decide the question of promotion from one class to the next higher one. During promotion, let us suppose that we promote all those who are consistently above a cutting point at 30% and do not promote those who are below. We do this because we have reasons to believe that those who are above the cutting point will succeed in the curriculum of the next higher class, whereas the rest below 30% will not. But what are the reasons for believing in 30% as the "point-of-no-return"? Actually, when we are promoting, we are making predictions about future success of the students in the next higher class. While we have the opportunity of resting the validity of our predictions for the promoted students only, by the very act of failing

some, we are making it impossible to test our prediction for the non-promoted group, viz., that they would fail in the next higher class. The cost of wrong prediction for the failed group can not be assessed, otherwise some amongst us would have lost their jobs. If you had a factory where valuable goods are being manufactured in a sequence of steps, such that at each step the goods have to be judged against certain standards before they can be passed on for processing at the next step, you can imagine the effect of wrong rejection at each step on the total produce. Probably, you would know the rationale for the criteria of rejection. You would not simply be satisfied today with just a rationale, you would like to have some figures for the amount of wrong rejection or false prediction, for you must be sure that you are making the maximum use of the raw material and not throwing out potential goods which, computed over the years, could probably fetch you a few lakh of rupees. Strangely enough, the same factory-owner does not raise such questions when it comes to his children's education. A neglect of this question of fail-marks is all the more painful in view of the fact that today we have methods by which we can not only study the validity of our predictions but also improve them.

Though I have discussed the problem of fail-marks in the context of periodical examinations, the relevance of this discussion for all examinations, be it the higher secondary, the university or the Public Service Commission, is obvious and I need not labour the point. The use of fixed fail-mark in these other examinations, however, is all the more questionable in view of the known fact that there is no control for the differences in the distribution of marks in the various subjects which are added to the total and also for the variability of the years. To illustrate the point, suppose there are five different subjects in an examination. When you add the marks in each subject, the contribution of each subject to the total is determined by the spread of marks in each subject. The wider the spread the greater the contribution. You will realise the importance of this, if you think of only two subjects, subject A having all its marks within 50 and 60 and subject B having its marks spread between 20 and 90. Now, if the two marks are added, the addition of marks on subject A will be like adding a constant to the marks on subject B. The total in this case is determined practically by only the contribution of subject B. If you imagine, now, the variation of marks in the same subject over years, you will see that the total means different things in different years. Thus, in one year, 50% of the spread of marks in the total may be due to Mathematics and Geography, in another year it may be due to History and Bengali. Thus, in one year, failure may be largely due to low marks in Mathematics and Geography, in another year it may be due to low marks in History and Bengali. Today, however, it is possible to control the contribution of each subject to the total marks according to rational and empirical evidence. I see no reason why we should not try to give failure an operational meaning. Thus, we may so set-up the fail-marks in each subject that the fail-mark in the total gives us 30% of the total group of examinees below the cutting point; or we may fix a reference group and express failure only in relation to the performance of the reference group; or we can find multiple cut-off points which will maximise the probability of our predictions about future success coming true.

Now, with the recent advances in psychometric methods we can rationalise the present system of marking the answer papers, but we cannot make them more meaningful.

It should be realised that numbers, after all, are symbols which represent reality. We can rationalise the rules by which reality is represented in the symbols called numbers. But if we do not know what is being represented by our numbering system, we may end up with a wonderful system of assigning marks corresponding to which nothing exists in reality. It will be like the Wonderland in which Alice was ushered in by Lewis Carroll, a world as law-governed as the Sputnik's, but so different from ours that only the paranoics amongst us will like to live there. Speaking plainly, we must not only have explicit rules for assigning numbers, but we must also know what we are numbering and why. Only then the marks will have some meaning. Thus, in the context of the geography examination, we may ask: what is it that we are representing by awarding marks to answer? The answer obviously is we are representing the extent or amount of learning geography. But what is meant by *amount* of learning geography? The answer may be that it means the number of names of state capitals correctly written, the number of times location is correctly given on a map and the number of air-routes and rail-routes correctly reproduced. Now, suppose in another examination on geography, the questions asked are on the relationship of hinterland to trade-routes, of rainfall to agricultural produce, of port-cities to industries, etc. The marks here also will represent the amount of learning geography. But are the two amounts comparable? They are as different as 100 dollars are from 100 rupees, though the amount is the same. If, on the other hand, we take an analytic approach and have examinations of which the objectives are specified in advance, we know that the first examination in geography is on recall, whereas the second is on understanding. The amount will then be of recall, understanding, application of principles instead of a global something called learning. We shall, then, be quite careful in computing averages. Thus, instead of averaging the marks of recall and understanding, which will mean nothing, we shall find the average of marks in recall separately from those of understanding. At the end of each academic year in the school we shall then have a profile score for each student showing what are the skills in which he excels others and in which he does not. The marks, in other words, will have specific meaning and the examination will be diagnostic, which after all should be the role of examination. There is no reason why all our examinations should be modelled on the screening test in the Army. As teachers, our foremost duty is to nurture the growth of our students, and this we can do effectively only when we have made our examinations explicitly tailored to specified educational objectives. So by changing over to the objective method of examinations, we shall not only save ourselves from the ridiculous operation of adding 10 horses and 10 cows and making 20 'what-nots', we shall also have objective evidence of the kind and organisation of learning which we need in order to foster the growth of young minds by planning learning experiences.

I shall like to emphasize in the end that an examination does *not* become *objective* by simply doing away with essays and replacing these by the multiple-choice tests. Objectivity depends on whether or not educational objectives, rules have been explicitly laid down for the award and combination of marks, rules for passing and failing have been laid down on the basis of rational and empirical evidence. Any reform in examinations will have to be objective in this sense of the terms.

Secondary Education In The Second Five Year Plan

KALYANI KARLEKAR

Planning is a modern instrument arising out of the experiences of hardships of haphazard development and is, therefore, a special characteristic of countries which are developing late into modernity and want to learn by other peoples' experiences. As such planning has three aspects (a) purpose, (b) integration and (c) balance,—planners have to know why and for what achievements the plan is being prepared, the plan must be worked out in a way as to integrate all the diverse elements in the field and this must be done in a balanced and harmonious way. Then again, planning has two levels, the qualitative and the quantitative, the what and the how much.

The quantitative account of the plan has to be given in terms of amounts of money and numbers of pupils and schools.

The funds provided for education in the first five year plan were to the extent of Rs. 169 crores of which Rs. 44 crores came from the Centre and Rs. 125 crores from the States. The amount has been almost doubled in the Second Five Year Plan, i.e., Rs. 307 crores have been allotted of which Rs. 95 crores will be provided by the Centre and Rs. 212 crores by the States. Of these amounts, the funds provided for Secondary Education were Rs. 22 crores in the first plan and will be Rs. 91 crores in the second.

It is stated in the Blue Book of the Second Plan that "a proportion of the outlay provided for in the first plan related to the continuance of schemes of educational development which had been introduced prior to the plan while, in the Second Plan, this continuance has been accepted as committed expenditure and new outlays made for new developments".

The increases in schools and pupils achieved between 1950-51 and 1955-56 and planned for 1960-61 are as following :—

	1950-51	1955-56	1960-61
Pupils			
Age group 11-14	3370,000	50,95,000	63,87,000
	13.9%	19.2%	22.5%
Age group 14-17	14,50,000	23,03,000	30,70,000
	6.4%	9.4%	11.7%
Institutions			
Middle/Sr. Basic	13,596	19,270	22,725
"	351	1625	4571
High/Higher Secondary	7288	10600	12,125
Multipurpose		250	1187
H. School to be Upgraded		47	1197

* From a talk delivered at the Symposium on "Planning" in the Education Week.

These figures are impressive in terms of crores of rupees and lakhs of pupils, but when we come to percentages, we find that only a fringe of the virgin ground has been broken. Is this progress too slow? I shall try to answer the question in relation to the question of qualitative growth and reorientation.

Some other facts and figures have also been given in this quantitative account. The percentage of girls in Secondary Education has been shown to be as low as 3% and the establishment of 2000 more girls schools has been proposed for the second plan period. It may be mentioned, in this connection, that the Government of West Bengal do not approve of co-education at the secondary level while some of the State Governments do.

The problem of the teacher in West Bengal is an integral problem of education. The percentage of trained teachers has been noted as 60% and will be raised to 66%, at the end of the Second Plan. The proportion of trained teachers is very low in West Bengal (28%) as compared to the all India percentage but teacher-training capacity here has been doubled in the beginning of the period and will be at least tripled in the coming year.

Leaving numbers and percentages here, I shall now take up a description of the qualitative aspect of the plan.

This aspect of planning for Secondary education has been worked out according to the recommendation of the Secondary Education Commission (Mudaliar) which had submitted its report in 1953. As such the qualitative reorientation and development of Secondary Education has been almost wholly a matter of the Second Five Year Plan. A glance at the numerical statements will show that only 250 multipurpose schools had been opened and 47 high schools upgraded during the first plan period in the whole of India and I may add that none of them was in West Bengal. The Second Plan figures, again, show that a far greater amount of this work will be done in this period.

What is, then, this reorientation? The first point in the answer will be about the purpose. The Blue Book states the purpose as following "The socialistic pattern of society assumes widespread participation of the pupil in all activities and constructive leadership at various levels."

This is the new purpose of education in India as a free country and the reorientation necessary for a secular democracy. This reorientation is to be achieved through several kinds of changes.

Firstly, curricular change, It is stated that "The curricula now followed and the traditional methods of teaching did not give students sufficient insight into the everyday world in which they lived and failed to train the whole personality of the pupil." Also—"In the past, excessive emphasis on the study of the English language led to neglect of many other subjects."

Secondly organisational change,—“with the increase in the size of the classes the

personal contact of teachers and students diminished and discipline and character were not sufficiently inculcated." This obviously indicates smaller classes and character-training.

It has been added to this statement of aims that—"while piecemeal reforms were introduced from time to time, there was need for new orientation in the system of secondary education as a whole."

As to how this reorientation is to be effected the following recommendations of the Mudaliar Commission have been incorporated :—(a) Greater diversity and comprehensiveness in educational courses by providing more comprehensive courses which would include both general and vocational subjects.

(b) There should be no artificial division between "general" or "cultural" education and practical or "vocational" or "technical" education.

(c) The structure would be in two parts, i.e., after 4/5 years of primary or junior basic education, there will be middle or senior basic and then high or higher secondary followed by a three years' degree course.

(d) Emphasis has been laid on multipurpose schools, technical schools and special facilities for agricultural education in rural schools.

In applying the test of integration and balance the first point to note is that the development of a conscious and active citizenry is being planned and the second, that needs for personnel in various other fields of the plan frame is aimed at. It has been stated in the Blue Book that "needs for the second five year plan for skilled workers, technicians and specialists with a background of elementary or secondary education followed by technical and vocational training will have to be fulfilled. These will be served by lower or junior grades of secondary education and post-primary trade and technical schools. Then, there will be need for "Teachers, workers in national extension and community project areas, co-operative personnel, revenue administrators, technical and supervisory personnel in industry, agriculture and other fields." These needs will be fulfilled by cadres turned out by high and higher secondary schools.

The qualitative reorientation of secondary schools has been epitomised in the multipurpose schools. The diversified curriculum is in four parts, groups A, B, C, and D. Of these, the first consists of languages :—the state language, regional language and English. There are snags in these groups which I will not touch upon as being controversial matter.

Group B is considered to be the 'core' and consists of elementary mathematics, general science and social studies. This group is expected to provide the general knowledge background as well as the training for the alert and active citizens of the future.

Group C is craft. There is some doubt on this point and questions are asked whether craft can be taught effectively in a short time or to all types of students. I feel, however, that this craft teaching should not be training for skilled craftsmanship but part of a scheme for the complete development of personality which would help everyone to understand the use of hands and have a sense of beauty in everyday life.

Group D is the elective or diversification group. The other three groups together will impart the integral, general education to all pupils as citizens and social and family beings while this last group will give specialised training for getting into vocations or institutions for further studies. The vocations which will be opened up have been enumerated before and these will be in addition to the opportunities which already exist.

For an analysis of the Plan, it is seen from the facts and figures that while quantitative growth has been a continuous process since independence, the matter of qualitative re-orientation has been very much a matter of the Second Plan.

Then, we have to note that there is integral connection between the quantitative and qualitative aspects of development. I had left an open question before you about whether the quantitative growth planned was too slow and would now like point out different qualitative factors involved in the making of quantitative change. These are as follows:—

- (a) A sufficient rate of qualitative improvement of schools to prevent wastage.
- (b) A proper machinery of examination and evaluation.
- (c) Adequate quality of teachers as instruments of the new orientation.

Unless the above three of qualitative changes keep reasonable rates of progress in relation to quantitative expansion, the real intent of the Second Plan may be completely vitiated.

The curriculum, the method of teaching and evaluation and the teacher are the three agencies for the implementation of qualitative change. As I have already roughly described the curriculum, I should like to go over the question of the method first. The matter of the reform of the B. T. Syllabus is now in the air and, in this connection, many important people emphasise the importance of "contents" over "methods" in teacher-training. I feel that the method is at least as important (if not more), because, given modern, democratic methods of teaching, the teachers can go on learning more and more of their subjects as they go along teaching while application of wrong methods may lead to the miscarriage of the aims and purposes of the whole plan.

It is obvious that the new orientation cannot be achieved by old methods of teaching and examination. The hue and cry about the syllabus of the higher secondary course being too heavy is due to the lack of this orientation and what is still more unfortunate is that this lack percolates from high quarters. I should like to make the following points without going into details—

- (a) There should not be any end examination not even internal, for the "core", craft and (temporarily) Hindi, day to day evaluation of work done in its practical and academic aspects, should suffice.
- (b) The external examination of the elective subjects should be staggered into three stages, i.e., portions studied each year should be examined at the end of the year and dropped.

(c) There should be a proportion of internal examination for all subjects which should increase in well-planned periods from say, 25%, 50%, 75% till the external examination is abolished.

(d) The orientation of the old academic type of education to education for all Indians cannot be achieved unless the whole system of examination is made more objective and practical.

The methods of teaching should be such as to achieve the stated aims of the Mudaliar Commission to another remark of which I should like to draw attention, i.e., that knowledge being infinite, what education can really achieve is to teach boys and girls the methods of acquiring knowledge instead of making them learn facts and figures by heart. Teaching, therefore, should be to a large extent self-learning through projects and research. This would be effective for training for future citizenship, for meeting life and work situations, for development of character and better equipment for academic and research work for the most highly intelligent.

The question we must ask ourselves now is, are teachers who can do this type of work easily available? The answer is in the negative. Anyone with school experience will agree that teachers with second class M.A./M.Sc. degree are difficult to get for teaching in schools and that the standard of the ordinary graduate is very low.

The authorities have accepted that latter fact and have prescribed the higher qualifications for teachers in higher secondary classes the realisation of which is hampered by the first part of the problem. It may be very difficult now to get second class M.As. but is there any hope that better salaries in future will draw more of them to schools?

Let us try to analyse the present situation and have a look into future prospects. On the one hand the standard of graduates have fallen along with the fall in the standard of education and, because of that, higher qualifications are required for senior high school teachers. On the other hand, there is a scarcity of second class M. A./M. Sc. and honours graduate school teachers. Which of the two is the long term and which the short term problem?

That an adequate number of highly qualified people will not be drawn into the field of education within conscionable time even with enhanced emoluments is obvious because the needs of a successfully balanced and integrated second five year plan require the drifting of pupils passing out of junior and senior secondary schools to different walks of life an indication of which (as given in the Blue Book) has been quoted before. Problem number one, therefore, is our longterm problem.

On the other hand, given success to the second five year plan in the field of education, it is to be expected that the standard of our ordinary graduates will improve from year to year. We can therefore take this as our short-term problem and try to improve the standard of teachers in the interim period till reforms of education bring about a general

change. The short-term measures for improvement of contents and methods.

I should suggest, therefore that Aut pass and honours graduates with training in compulsory and elective subjects respectively.

For the general expansion of education to bring to your notice the fact that the growth of the country and the millions of people between quality and quantity, the best thing is to move slowly. I should like to request all teachers to take a new orientation from within so that, the measures to whatever extent they are available may not be

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"It is vital that a way be found to enable children and adults to learn. This environment must be created so that it must help us to live among our fellow men and women. A way must be found to enable groups of people to learn from each other in the solution of common problems."

(The Workshop)

vement may consist of refresher courses of both

authorities should accept permanently B.A./B.Sc. as fully qualified teachers for teaching the

ion in the Second Five Year Plan I should like with may be slow in proportion to the vastness involved but there being an organic relation this matter atleast, should be to make haste rs to look into their hearts and bring about the ans for quantitative expansion when and to wasted by retaining old ideas in new frames.

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establish an environment which enables children ng about recognition of individual worth, and en with more understanding. A way must be each other and help each other toward the

Way of Learning by Earle C. Kelley.)

Social Studies in Our Secondary Curriculum

(THE PROBLEM OF A SYLLABUS)

(*Contd. from December, 1957*)

The task of devising an appropriate syllabus of Social Studies for our schools has not been an easy one. It is interesting to note in this connection that, while there is a broad measure of agreement among different nations as to the goals and purposes of Social Studies, wide divergences are found to exist in regard to the patterns of studies that go by that name. The divergences are chiefly attributable to the different connotations put to the concept of 'good citizen' the training of which seems to be accepted on all hands as the chief objective of Social Studies. When we come to the question of devising a course of studies appropriate to the realization of the concept of the enlightened citizen, we are faced with alternative patterns, varying on the one hand, from the 'fused core' to the loose confederation, or just a congeries or compendium of 'subjects'. Between these two extremes Social Studies patterns have assumed a wide diversity of forms according as the approach has been (a) a local studies approach, (b) a problem-centric approach, (c) a subject-bias approach, (d) a historical approach, (e) an integrated approach etc.

What approach has been adopted in any particular case has depended on the local circumstances which vary from country to country. It has depended not merely on the ideals and beliefs of the people in authority at any time but it has been influenced by such factors as the traditions, customs and usages of a people, the historical and geographical environments of any locality, the social, cultural, economic and political forces predominant at any particular time, and today it depends also on the many international influences which are increasingly affecting our lives wherever we may be.

In the United States of America which is hailed as the country where the concept of Social Studies, as we have it today, was first tried towards the close of the 19th century, the subject till continues to be on an experimental basis. In regard to syllabus organization, Social Studies has given rise to widely divergent practises in the different States of America. These practices are being constantly evaluated against predetermined objectives (which also are continually reviewed, and modified, where necessary) and hence newer and newer ideas are being always tried and either accepted or discarded for the time being. It may not be irrelevant therefore, to pause a while to take a hurried overview of the position in this regard in that country.

In the Oregon High Schools they have for Social Studies very closely related courses of ; Pattern A (a) World geography and Historical Background for grade 9 ;

(b) World History and Geographic Settings, grade 10

(c) American History and Government, grade 11 or in the alternative.

Pattern B (a) A 2 year integrated sequence of World-cultures and

(b) American History and Government, for the third year ;

or

Pattern C (a) an intensive one-year course of World cultures preceded by a preparatory study for one year and

(b) American History and Government for another year.

All the above three patterns are followed by a fourth year course of 'American Problems, Social and Economic' in grade 12 (corresponding to age level 17 or so).

It is to be noted that in all the above patterns they have allotted a distinct place to the intensive study of American History and Government, together with American Social and Economic Problems, which have been retained as such, even though it might not be strictly in accordance with the principle of fusion or integration. Again the State of Utah has Social Studies beginning from grade 7 to grade 12. This is organized as follows :—
Grade 7 (corresponding to age group 12 or 13)

—Utah History, that is History of the State, and World Geography.

—8 United States History

—9 The citizen and His community.

—10 The World we live in (contains the story of the growth and development of human civilization with special reference to the West).

—11 American History and Government.

—12 Problems of American life.

The State of New York, one of the most important States in the U. S. A, has a course of Social Studies which in many places go by the name of Citizenship Education. It is organized in the following way ;—

Grade 7—Our Community and State.

8—United States History.

9—The Economic World (Under this they have such topics as the Earth as the Source of Man's Needs, the people of the Earth, chief population groups, World Trade etc.)

Grade 11—American History I

12—American History II

All the abovementioned organizations of courses have sought to put into practice ideas of integration on the basis of functional knowledge and experience.

Nevertheless they retain a 2 years sequence in the study of national history and its problems. Besides the patterns mentioned above, here and there are to be found other practices such as the Core Curriculum or the Fusion Curriculum which seeks to develop an

effective course of studies on the basis of problems of personal and Social Living together with those of National and International Living. Thus Ohio State University school core programme consists of :

- (a) Personal Living related to growing up ;
- (b) Personal-Social Living (problems related to living with others) ;
- (c) Social-Civic-Economic Living (problems of living in and understanding society) ;
- (d) Problems of Healthful Living, Problems of Living in the Urban Society etc ;
- (e) Problems of Living in the Atomic Age, current World Problems ;
- (f) Problems of Producer-Consumer Economies, etc.

It will be seen from the above description that, besides the few selected School Districts where experiments are being conducted on the 'Core Programme' lines, practices in the U. S. A. in regard to Social Studies courses differ from State to State, even from school to school. Another development that is becoming increasingly common in different parts of the U. S. A. is the curricular and pedagogical arrangement under which Social Studies is combined with the Language Arts to form a sort of an 'accelerated Core' meant for the selected students of a superior calibre. But diverse as the practices are in different parts of the United States, we could nevertheless point to a few features which are more or less common in the different types of Social Studies Programmes being worked out in that country. Thus we see that every School in the U. S. A. has provision for an intensive study of National History and its problems. Secondly, at some stage in the High School course they make a study of the broad outlines of the growth of civilization and culture of man with special reference to Western Civilization. Thirdly, they also study closely the economic and Commercial conditions of the different peoples in the World with special reference to their impact on American life and Economy.

In building an appropriate course content for Social Studies, however, one principle that has been much talked of is the principle of integration sometimes referred to as that of fusion. According to some educationists, Social Studies syllabus can be effectively built up only on this principle of integration. The supporters of the integrated approach would sacrifice the subject boundaries and effect 'integration' on the basis of the meaningful, functional essentials called from different fields the so-called subjects as well as life areas with the sole objective of providing the requisite citizenship training for the new democratic social order of India. This class of thinkers because they lay the greatest emphasis on the end products viz. ; the enlightened citizen trained in the art of successful democratic living, seek to place the child in active functional relationship with his social environment in the effective adjustment to which lies the success of his life. According to this school of thought Social Studies loses its *raison d'être*, if the term were to include merely the same traditional subjects of History, Geography etc. with only this difference that a new name has been used.

According to them, the name 'Social Studies' does indicate a new approach viz ; the integrated approach, in building the content as well as in organizing the methods of teaching and evaluating the outcomes of the learning process.

Some of the advantages claimed from this kind of integrated or 'fusionistic' treatment of Social Studies matter are as follows :—

(1) The 'fused' or 'integrated' approach makes education realistic, representative and interesting to the students ;

(2) Since matter is presented as broad connected and meaningful wholes, the child obtains a much better and more comprehensive appreciation of society, social problems, and current situations ;

(3) Integrated syllabus being intimately related to the organization and functioning of society is calculated to lead the students to see the inner connectedness of allied things, and thus to help develop an insight into the problems of Social living ;

(4) Integrated or fused syllabus ensures quicker learning and better retention of the significant facts ;

(5) Fusionism develops intellectual curiosity and stimulates investigation on the part of the child ;

(6) It enables the selection of experiences which will result in socialized human beings ;

(7) It develops the superior student better ;

(8) It develops a greater sense of personal worth and self-confidence in the child ;

(9) A fusionistic programme can yield more readily to the handling of social concepts by the child ;

(10) Specialization under separate subject heads may well result in lack of interest on the part of the student because of an inaptitude in particular areas :

(11) Narrowness involved in the separatist treatment develops limited and restricted views ;

(12) The integrated approach eliminates needless rote learning of isolated data and stimulates constructive and original thinking in the maturing child ; etc. etc.

As against the fusionists' claims the separatists would advance arguments as follows :—

(1) The fused organization does not adequately cover as much material as the separate subject organization ;

(2) The fusionistic approach involves modes of reasoning beyond the maturity level of school children ;

(3) It demands more intensive preparation, time consumption and broader background than are available to the average teacher ;

(4) Fusionism may mean serious omissions and critical gaps in individual subject material ;

(5) Devotion to fusionism is often characterized by strained attempts to, "bring together that which belongs together".

(6) The fused curriculum is less likely to be organized in logical and developmental sequence ;

(7) Improper application of fusionism can result in confusion and frustration in the child ;

(8) There is a lack of adequate text material oriented along true fusionistic principles ;

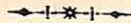
(9) Under the separatist treatment the student is given a definite body of knowledge on which he can fall back when necessary ;

(10) Fusionistic approach is beyond the capacity of backward children who may find it too general and therefore vague for proper grasping etc ; etc ;

The above discussion has made it clear that both the fusionists and the separatists have their own arguments to offer. It is true that fusionism or integration in learning as applied to syllabus is a comparatively recent development. Moreover, the subject-based curriculum has held the field for such a long time that the supporters of the fusionistic approach have to overcome, amongst others, the forces of inertia, custom and traditional practices. Psychological findings however, point to the superiority of the integrated approach over the other. This does not of course mean that in all cases the fusionistic approach should be preferred to the other : it may be that the principle of integration may have to be diluted to suit the level of maturity of any group of children at any particular time ; but while this may be so, as a matter of general rule, it is integration rather than separation that shall be the guiding principle in the construction of any course of Social Studies.

Here it may be worth while to consider a little the significance of our expression we often hear of in Social Studies. This is what is called the "Social Studies approach" what is it that is sought to be conveyed by this expression ? Surely if it means anything, it means that under it, we consider everything with reference to its relevancy to the understanding of the social issues and forces that play on as at any particular time. Here, isolated items of information by themselves have no place unless they are presented in their meaningful, functional relationship with broader pattern wholes which affect our living today. Thus we see that the "Social Studies approach" is indissolubly mixed up with our basic outlook towards life itself. In free India, we speak of the need for enlightened citizens who are capable of correct understanding of the social problems involved at any time, and who, by virtue of the training received in schools and colleges (and, in this, Social Studies work will

certainly play a major role) are able to make effective contribution to their solution. And in giving this citizenship training through Social Studies, we would certainly discard much of the traditional that is inert and not organically related to the living present. In this approach we weave into pattern wholes only those vital facts—facts historical, geographical, economic, political etc, which have gone to the building up of the core of human civilization and culture at the local national and international levels. In this the two important considerations are the child before he is guided through the educative process (in the narrower sense of schooling), and the child as he emerges as a responsible co-operative member of his society. All else is subservient. If necessary for the realization of this basic objective, viz. producing in the child desirable behavioural changes so that he may be equipped eventually to take his place as an effective member of a free democratic order of society, if necessary for the realization of this supreme objective, the so called "subject boundaries" or this and that approach may have to go. The only correct approach then, can be the 'needs' approach based on the central "theme of the child-in-society".



"Human beings are not lazy except in pursuits of other peoples' purposes which they have not accepted as their own. To appreciate the infinite curiosity of the human organism one has only to observe a young child going about his own business. There is nothing which he does not want to investigate. This curiosity is often dulled by his being required, over a long period time, to pursue others' purposes."

(The Workshop Way of Learning by Earle C. Kelley.)



General Report

(Education Week and Education Conference, January, 1958)

Though the Education Conference could have been better attended, the Education Week preceding it was much more successful than last year's. The intensive programme of school visits undertaken immediately before the Week might have been responsible for this success.

The serious part of the Week consisted of seminars and workshops reports of which are being separately given and two articles based on talks delivered at the seminar are printed in this issue.

There were two educational film shows in connection with the Social Studies and English Teachers' workshops. The first was documentaries on several communities living in different parts of the world, by courtesy of Mr. K. Guha, Film Librarian of the Social Education Department of the Government of West Bengal and his staff and the second was a show of the four films—"English by Radio", "History of English Language", "Learning to Read the Beacon Way" and "Phonetics" by courtesy of the British Information Services and the British Council.

The lighter part of the Education Week consisted of several interesting functions for pupils and teachers.

Pupils' Day celebrations were held on the 14th January, 1958. Pupils from eleven schools participated, each school contributing one item for the entertainment of all. Items deserving mention were "Tak-Duma-Dum" by Calcutta Girls' Academy "Legime" drill by

Howrah Girls' school, "Great Musicians" (in English) by Sakhawat Memorial Girls' School, "Tasher Desh" by Suniti Siksalaya etc,. The performance of a scene from "Jhalapala" by the pupils of Muralidhar Girls' School was much appreciated and left a desire for more in the audience. The short sketch on "Porus and Alexander" by children of the Urban Basic School of Hastings House was creditably performed with grand costumes though the heroics of the diminutive performers evoked some laughter. "Choosing a Bride" by Rukmini Balika Vidyalaya was funny but clownish in parts.

The last show of the day was "Magic" very kindly provided free of charge by magicians Prof. K. D. Mukhaty and D. N. Adhikary, Mr. Mukhaty's best show was "hypnotism", performed in the open air without stage or curtain and Mr. Adhikary's was card tricks shown literally under the noses of the cleverest of the girls.

A recitation competition for pupils of class VI and VII was held on the 13th January, 1958. Twenty-seven girls from seven schools participated. They recited poems of their own choice in Bengali, English and Hindi. A panel of five Judges placed the first four girls in the two groups as following :—

Group I (class VI)

1. Indrani Bagchi—Muralidhar Girls' High School.
2. Sukriti Bhattacharya— " " " "
3. Krishna Ganguly—Chetla " " "
4. Anuva Bose—Sree Aurobinda Balika Vidyalaya.

Group II (class VII)

1. Alpana Sahoo—Bethune Collegiate School.
2. Mita Dutta—Sakhawat Memorial Girls' High School.
3. Chandrabali Sengupta— " " " "
4. Alpana Gupta—Muralidhar " " "

A debating competition for pupils of classes VIII, IX and X was held on the 15th January, 1958. Twenty-eight pupils from five schools participated. The motion was that "The School Final Examination should be abolished". An over-whelming majority of the girls, including many who had argued in favour of examinations, voted against the continuance of any kind of external end-examination. A panel of four Judges adjudged the following girls to be the best amongst the speakers :

1. Bharati Chatterjee—Sree Aurobinda Balika Vidyalay.
2. Roma Mukherjee—Muralidhar Girls' High School.
3. Atreyee Bose—Howrah Girls' School.
4. Ratna Roy Chowdhury—Sree Aurobindo Balika Vidyalaya.

The special functions for teachers were held specially on request from Miss P. Bose (Headmistress, Ballyguange Siksa Sadan) and Mrs. S. Sengupta (Headmistress, Lake School for Girls).

The first of these was a debate by teachers on the subject "Freedom and not imposed discipline is the way for developing human personality". Six teachers from four schools participated. The speakers were :

- Sm. Bela Roy—Ballygunge Siksa Sadan.
 Sm. G. Jaspal— " " "
 Sm. Aparajita Neogy (Hd.)—Urban Basic School.
 Sm. Laksmi Chakravarti— " " "
 Sm. Sakuntala Sinha—Suniti Siksalya.
 Sm. Satadal Roy—Lake School for Girls.

Mrs. B. Roy in opening the case for the motion said that the ideal was so old and time honoured that it was ridiculous to argue about it. She used her knowledge of psychology and with analogy from nature, established that imposed discipline would lead to repression and thence to mental diseases.

Mrs. Jashpal quoted Rousseau that "man is born free and is in chains everywhere" to oppose (1) the claim of freedom. Her arguments were based on the idea that the human child needs to be guided in childhood and the adult has to have some discipline imposed upon him (or her) to curb the animal part of humanity.

Miss Aparajita Neogy, the second speaker in favour of the motion, banked her arguments on the necessity for discipline to be voluntary and conscious and on the need for respect for the personality of the child.

Miss Sakuntala Sinha, on the other hand, believed in control by parents, teachers and leaders of a country. She stated that Indian philosophy indicated "চিত্তবৃত্তিনিরোধঃ" as the way of developing human personality.

Miss Mukti Chakravarti felt that imposed discipline lasts as long as the controlling agent is present while self-discipline is a lifelong asset, an instrument of independent judgement necessary for democracy.

Satadal Roy, however, believed that, left to itself, a child tends to become wild.

Sm. Aparajita Neogy made only one point in summing up, that those who spoke in favor of discipline spoke of "free" discipline, thus qualifying their own arguments and supporting the case for the motion.

Mrs. Karleker, in her presidential remarks, said that this debate has proved that there can be no absolute categories for human behaviour.

The second function for teachers was a "Teachers' day" of variety entertainment for and by teachers. Seventeen separate items were offered by thirty teachers from eleven schools. Miss P. Basu, headmistress of the Ballygunge Siksa Sadan, was the Chief Guest and led the carnival by taking the leading role in the last scene of Tagore's Visarjana. As a

matter of fact it was her presence and inspiration that had packed the hall to suffocation for the whole length of a three hour programme. Mrs Das, Principal and Director, rose to the occasion and matched Miss Bose's performance by singing a parody of a well-known song from her own student days. There was also a short farcical sketch on a headmistress' experience on promotion day, so true to life that the headmistress who composed it prefers to remain anonymous. There were recitations in Sanskrit and Hindi (the easy facility of composition of Sm K. Anand of Ballygunge Siksa Sadan surprised all), songs, and Sitar. Miss Smriti Bose, of Sakhawat Memorial Girls' High School conquered many hearts by her hauntingly sweet singing voice. However, the person who really stole the show was Sreeman Jayanta Kumar Roy, son of Sm. Ela Roy of Chetla Girls' High School who accompanied almost all the songs and Sitar on the tabla. Our chief guest, Miss P. Bose rewarded this brave performance by handing her own boquet over to him.

If we had been somewhat diappointed in our experience last year, this year has more than compensated for that and our heartfelt thanks go to all who worked in any way to contribute to its success.

Symposium on Examination Reform

The symposium on 'Examination reform' was held on January 23 and was presided over by Dr. D. M. Sen, Education Secretary, Govt. of West Bengal. The speakers included Sm. Latika Dasgupta, Dr. S. K. Mitra, Sm. Sushama Sengupta, Sm. Amiya De, Sri M. K. Ghosh and Sri Bauerjee.

Dr. D. M. Sen in his presidential address stressed on the three aspects of examination, (1) the content of examination, (2) the examinee, and (3) the examiner. If examination, aims at measuring the depth and extent of the pupils' learning, then we are to admit that examination is subsidiary to teaching and learning. Nowadays the process seems to have been reversed. Pupils learn and teachers teach for the sake of examination, and by keeping the examination always in view. This means that the tail wags the dog. Moreover, in the present system of examination the examinee is much neglected. Examination should aim at a proper measure of the specific ability or attainment of the examinee. And then the problem of the examiner. The question of low remuneration apart, the standard of examination varies from examiner to examiner, and to counteract the vagaries of examination various means are being sought and tested in the field of education.

Sm. Lalika Dasgupta pointed out that external types of examination are more in vogue in this country than internal ones. She also referred to the remark by Dr. Bloom, the

American expert on Examination, that in India learning is as cheerless as teaching and that both have one and the same goal—a pass in the examination. It is usually found that the papersetters, all high dignitaries of the varsity, have no living touch with the pupils concerned. The result is the unhealthy commotion in the examination hall. Examinations are reduced to lottery. Examination itself is now the greatest obstacle to all education reforms. For the fear of examination haunts the mind of everybody. Examination should conform to the aim of education. And that aim should certainly be higher than the mere gathering of information or factual knowledge. The external examination cannot cope with the requirement. But we cannot abolish it overnight. So Dr. Bloom rightly suggested that the internal examination system should be gradually improved and organised till it can replace the external totally. For the present, the external examination itself should be reformed and more objective tests introduced. An attempt is also being made to introduce the cumulative Record card system. If it is done with all seriousness, then and then only we will get a dependable record far more dependable and helpful than the objective tests can provide us with.

Dr. S. K. Mitra emphasised that the current method of examination is backdated and unsuitable for the changed context of India. Any reform in the examinations today will have its impact on the educational process as a whole, and through the latter on our society and the state. Any reform, therefore, should be backed by careful thinking and research.

There are several specific difficulties in the matter of examination. The teacher being the examiner is likely to be prejudiced in his judgment on the written answers by his impressions of the learning of the student, already formed cumulatively during the course of teaching. It may be that such impressions are more reliable than judgments based on a few minutes of observation or on the answers to a few questions written at a particular time. Is it right for the teacher-examiner to have the students believe that the marks are based exclusively on the answers written, whereas in fact it is otherwise? It is better to have rational weights for cumulative judgments derived empirically from cumulative record cards and also for the answers in a written examination, so that we know the proportional contribution of each source to the final mark, and thus, control the weights in the light of experience. Then there is the arbitrary fixing of the pass-mark at 30. If the object of the examination for the teacher is to find the extent of learning acquired by the class as a whole or by an individual pupil, the pass-mark simply means nothing. The teacher certainly does not need it; for he is not interested in dividing the class into two groups, passed and failed, for differential teaching. The fail-mark may be necessary to decide the question of promotion, but is not perhaps necessary in periodical examinations. The use of a fixed fail-mark becomes questionable when we know that there is no control for the differences in the distribution of marks in the various subjects which are added to the total. By introducing psychometric methods we can rationalise the present system of marking the answer papers, but we must have a clear idea as to the use we are going to make of these marks, or the meaning or significance we are attaching to them. An examination does not become objec-

tive by simply doing away with essays and replacing these by the multiple-choice tests. Objectivity depends on whether or not educational objectives have been defined, test-objectives have been specified and related to educational objectives, rules have been explicitly laid down for the award and combination of marks, rules for passing and failing have been laid down on the basis of rational and empirical evidence. Any reform in examination, therefore, will have to be objective in this sense of the term.

Sm. Sushama Sengupta pointed out that education is nowadays meant more or less for examination and not for knowledge. The guardians are interested only in the promotion of their wards, the employers only in the degrees of the candidates. But the purpose of examination is neither this nor that. It is or should be, a measure of the pupil's acquisition, although we know that the examination result often affects the pupil adversely. An examination today can be passed by preparing half a dozen questions only. So the very purpose of examination is defeated. Moreover, the subjective factor enters too often in awarding marks. This can be combated by introducing objective test and cumulative record cards. Of course, without proper training in these matters the teachers cannot introduce them in school. The question of additional time and remuneration naturally arises in this connection. For unless a teacher is free from economic worries it will be idle to expect much from him or her.

Sm. Amiya De criticized the present system of examination on the ground that it freezes all originality in the pupil. Every child is forced to fit in with a uniform standard. The evils of essay type of examination are undesirable, but they can be lessened by setting shorter questions instead of abolishing them altogether. The objective tests also do not always serve the purpose; for they admit of blind guess-work and other defects. The personal relation between the teacher and the taught as in old times cannot be substituted by any improved method of examination. Internal examinations are important and should be emphasised. Annual Intelligence and psychological tests should be insisted on. The results of the year should be determined not by the results of the annual examination only, but of all the other examinations also. Marks should be allocated for extra study, project, extra-curricular work, neatness of home works etc. It will lessen the burden of students and will give them joy. The cumulative card, at this imperfect stage, is not likely to be successful. It will only add considerably to the existing burden of teachers. The present school atmosphere is not at all suitable for its introduction. It becomes difficult unless the school is residential and the number of students in a class is 20 or less.

Sri S. K. Ghosh pointed out that objective tests are not fool proof. It is said that in objective test there cannot be an all-round test of the pupil. Unless our attitude towards passing examinations is changed, no real reform of examination is possible. And unless there be liveliness among the teachers and the taught, no system of examination can yield satisfactory results. In china the rate of passing is 90% which has been possible because the teaching method there is better. If we can improve our teaching method, improvement in examination is bound to follow.

Symposium on B. T. Syllabus Reform

The symposium on 'B. T. syllabus Reform' was held on January 15 and was presided over by Dr. S. P. Chatterjee Dean of Education, Calcutta University. The speakers included Sri D. N. Roy, Sri Siddheswar Roy, Sri Kamalakanta Mukherjee, Sm. Latika Ghosh, and Sm. Nalini Das.

Dr. Chatterjee in his presidential address emphasized on the need of reform in the existing B. T. syllabus and referred to the system in France, Russia and England. The training colleges are not inferior in the status to the University. In France more stress is laid on the content than on the method. In Russia the would be teachers go straight to training colleges instead of going to the University. The training in teaching and the training in various subjects go together. In England also they have a similar system. In Russia, they attach more importance to observation lessons. It is regarded essential for teachers there. In our contry also there should be more attention to the content and the Principals of training colleges were right in their recent meeting in emphasizing our viva voce test. The principle that teachers, one and all, should be trained, has been universally accepted in India. Now is the problem of a training course suitable for the new conditions of our country,

Sm. Nalini Das also opined that the teachers' training, as imparted by Calcutta University, is not up to the mark or requirement. The defect lies both in the syllabus and in the teaching method. Some of the problems, again, are not peculiar to Calcutta but to all India. It is said that the present syllabus is too heavy. But that is a relative assessment. It depends on who, for what purpose, and in how much time are undergoing this training. A nine months' training, practically six months', imparted to ordinary graduates must needs be selective. Instead of three, the 'methods' taught might be reduced to two. For, whatever is taught should be well-digested and not merely swallowed. More marks on the practical work should be a welcome change; for the ultimate purpose of teaching is to make the trainees efficient teachers. The existing practice-teaching method cannot cope with the increasing number of trainees. So the problem really is how to combine quality with quantity. Lesson notes must needs be discussed more thoroughly and helpfully. The artificial setting of a demonstration lesson has to be changed. And real teaching should be taught in the training college.

Sri D. N. Roy pointed out that the syllabus revision committee which met in Bangalore had recommended equal stress on theory and practice (400 + 400). History of Education and Essay should be abolished from the syllabus. The method subjects also should be reduced from three to two. For each paper there should be a historical setting; and in each paper 25% marks should be ear-marked as 'internal'. More practical work should be introduced and there should be more direct contact with schools. For the purpose of framing questions etc. Some knowledge of Statistics may be rather helpful. The syllabus should be

so reformed as to include only those things that have practical utility. The entire expenditure for the training should be borne by the Govt. and the teachers' salaries should also be increased. The content should be more emphasized than the method ; for the graduates that come up for training have very imperfect knowledge of the subject matter. The results of the trainees should be determined entirely by the results of the internal examinations in the training college.

Sri Siddheswar Roy complained that the period of training was too small for teaching any content. And method without content does not make a good teacher. The method of lesson notes also should be changed to suit the progressive needs of teaching. More practical work is the only solution. And from practical point of view the history of education has very little utility.

Sri Kamalakanta Mukherjee said that particularly in Geography and Science there should be more stress on the content. In the present system 650 marks are for the theoretical and only 250 for the practical. In the revised system the weight should be 50% for each. Oral examination should also be included. For the teaching of content, more scope should be given for discussion and workshop methods. The method subjects should be reduced from three to two, if not one.

Sm. Latika Ghosh said that it is forgotten that B. T. is a professional and practical course and great emphasis should not be laid on marks ; we should see that more content is introduced. Some knowledge of psychology is necessary but too much emphasis is nowadays given to it which may not be necessary. The essay paper is useless and should be scrapped. The history of education should include only an idea of great educators. The entire content course should be reorganised specially in English so as to include the modern way of teaching a language to make it interesting.

Symposium on Education in the Second Five Year Plan

The symposium on Education in the Second Five Year Plan was held on 16.1.58 and presided over by Sm Karunakana Gupta, A.D.P.I., Planning, West Bengal. The speakers included Sri J. N. Dasgupta, Sm. Kalyani Karlekar, and Sm Kalyani Pramanik.

Sm. Karunakana Gupta, in her presidential speech said, planning was necessary when the means were inadequate for the need. Education is one of the main features of our Second Five Year ; it is education that will strengthen the basis of our society, State and family. In ancient Greece the standard of education was so high that an educated man could

be put in charge of any of several functions. Education in our planning has been classified into primary, secondary and university. Stress has been laid on the backward classes, the hill tribes and women.

The planning aims at raising the percentage of the literate among men to 80% and that among women to 40%. At present only 3% among women are literate. It is not easy to raise this figure to 80%. In the Second Plan efforts are being exerted to attract women to education and remove obstacles from their way. Most of the people live in villages, but the centres of education are all in towns and cities. So the Plan would try to disseminate education in the countryside. Even in 10 years primary education has not been made compulsory, perhaps it will not be even in the coming 10 years. One of the reasons is that our peasant population cannot divert boys to schools unless the school hours are changed to suit the convenience of our agriculturists. As for Secondary education there should be a complete change in the outlook. In the evolution of education the first is the teacher, then the student and after that the school building etc.

We are nowadays more mindful of the school buildings but not so to plant souls in them. Where are the qualified and real teachers? Training is necessary, but what we need is training plus something. In most of the colleges there is appalling waste of men and money. Except the few, the colleges run with third class students. For the improvement of education, therefore, a number of schools and colleges should be spread in the rural areas so that the students get the facility of natural environment. Colleges should be for a limited number of students and should be properly equipped. For the removal of illiteracy, each teacher should endeavour in addition to his or her routine work.

Sri J. N. Dasgupta referred to problems of basic education in W. Bengal. Formerly, the sum necessary for the construction of buildings of each basic school was Rs. 32,000. The estimate was lowered to Rs. 20,000 afterwards. But even at that, the expenditure was quite high. More schools were necessary; so the expenditure per school will have to be lowered. Shift systems may be introduced in the morning and in the noon under the same head master or mistress, if possible. Co-education as far as practicable will be imparted for the ages 6-11. These schools should work as part of the village life. The school house will also be used as community halls in the village, where the villagers will receive general instructions. For economy the Govt. may levy education "cess" etc. The students must be impressed about democratic thoughts and ideas. According to Dewey, the basis for democracy can be laid through work-centric education. The guardians should more and more be drawn into the educational matters. Character formation, spread of education, sense of discipline all should be made an organic whole.

Sm. Kalyani Karlekar spoke on the Secondary education. She referred to the three aspects of planning, viz., purpose, integration and balance. Planning has two levels, the qualitative and the quantitative. The funds for education in the First Plan were to the extent of Rs. 169 crores of which Rs. 44 crores came from the centre and Rs. 125 crores from the States. The amount has been nearly doubled in the Second Five Year Rs. 307 crores

have been allotted of which Rs. 95 crores will be provided by the centre and Rs. 212 crores by the States. Of these, the funds provided for Secondary Education were Rs. 22 crores in the first plan and will be Rs. 91 crores in the Second. The figures are impressive in terms of crores of rupees and lakhs of pupils; but when we come to percentages, we find that only a fringe of the virgin ground has been broken. During the first plan period only 250 multipurpose schools had been opened and 47 high schools upgraded in the whole of India, none of which was in West Bengal. The reorientation in quality will be effected through several measures. First, the curricular change. Then the organisational change. Greater diversity and comprehensiveness in the courses will be provided including both general and vocational subjects. There should be no artificial division between 'general' or 'cultural' education on the one hand, and 'practical', 'vocational' or 'technical' on the other. The development of a conscious and active citizenry is being planned in the coming years. The qualitative reorientation of secondary schools has been epitomised in the multi-purpose schools. There is of course an integral connection between the quantitative and the qualitative aspects of development. The curriculum, the method of teaching and evaluation, and the teacher are the three agencies for the implementation of qualitative change. The method of teaching should be such as to achieve the stated aims of the Mudaliar commission. The commission remarks that knowledge being infinite, what education can really achieve is to teach boys and girls the methods of acquiring knowledge instead of making them learn facts and figures by heart. Teaching should be to a large extent self-learning through projects and research. The problem in secondary schools is that teachers with second class M.A. or M.Sc. degrees are difficult to get and that the standard of the ordinary graduate is very low. As a short term measure we can try to improve the standard of teachers in the interim period till reforms of education bring about a general change. The short-term measure may include refresher courses on both contents and methods.

Sm. Kalyani Pramanik dwelt upon college and University education. The colleges are crowded, the buildings are suffocating and the laboratories or libraries are mere apologies for them. The ratio of teacher to taught is very lamentable. Wastage and stagnation are the two great problems of education today. It is hoped that when the secondary schools will be reoriented University education, too, will be better and more fruitful. There must be definite pronouncement about the cases of employment where degrees will be necessary. In all other cases degrees should be regarded as unnecessary. For gaining further knowledge there should be arrangements for night classes etc. by the University as well as by the Social Education centres, as in the Western countries. Those who will go up to the University should not go in for degrees only.

Symposium on the Problem of School Guidance

The symposium on the problem of School guidance was held on the 17th January, Sri K. P. Chowdhury presiding.

Sri Chowdhury mentioned that the Calcutta University was the pioneer in the introduction of guidance in India. The field was of course, limited to School guidance for the present. Guidance, in its narrowest sense, means helping pupils make the right choice of course or subjects with an eye upon future employment or vocation. It seeks only to help the pupil's selection of the right course by taking into consideration his interest, aptitude, economic condition etc. Its function is not to test or put a label or categories, That would be an absurd approach, for even if we can measure correctly the pupil's personality, attainment etc., for the present, how can we predict the future ?

Our approach is an educational one. Our first task for the purpose is to present enough information before students regarding the different courses and studies available in schools and the jobs corresponding to them. The testing approach is also necessary, for we have to know the personality traits of the child. And to begin with, we have to keep a systematic and cumulative record of the child in school, Remedial measures also form a part of guidance. We must help the child cure himself of his retardation, we must point out his problem behaviour, if any : but above all, we must help him discover his own potentiality.

In America they use the term "counselling" instead of "guidance". It comprises all the aspects of school activity. In a broader sense 'guidance' means helping children develop physically, mentally and emotionally his potentialities.

The Bureau of Educational and vocational guidance in West Bengal has started its work along these lines ; tests have been prepared, cumulative record cards have been made and guidance literature and news are being published. There are several difficulties in the way. The teachers, are sceptical about guidance, for it is a new subject. To enable the teachers concerned to take up the subject in right earnest, there should be less burden of routine classes and less financial and other worries of teachers. Then the co-operation between the Headmaster and the teachers, and between the school and the guardians. Parents play a very important role in the scheme. Not only the students but their parents, too, should be educated in certain matters.

Sri Divakar Mahanta referred to the problem of choice at the time of entering a multipurpose school after class VIII. In America, however, the Tripartite school system has been replaced by the comprehensive school. The word, 'multipurpose' is generally associated with economic and social organisations ; it is better to use the term 'multilateral' in the educational sphere. But when the purpose of this categorisation is really social and economic, the schools may rightly be called 'multipurpose.' It is, however, difficult to say

with certainty that these are the sure indications of a literary or a scientific course for a pupil. Some subjects are elective in the course.

Unless the elective courses are of the same standard we cannot say that the pupils who adopt them are receiving education of the same level. The mental tests are reflection of the social and cultural attitude. Some tests are devised and their common factors are worked out mathematically and then different names are given by examiners to them so that the abilities, aptitudes and interests are divided and categorised in the perspective of a social conditions and needs. Therefore, it can be assumed that as new tests will be devised in future, new abilities will also be discovered and ascertained.

Sm, Santi Datta, on behalf of the Institute of Education for Women, discussed the aspect of clinical psychology. Guidance means, in general, the help offered to a backward or disabled child to pull him up for the world full of struggle. This is the function of parents, teachers and the entire society. Guidance is an integral part of education. The aim of education is to develop the integrated personality of the pupil by adjusting and bringing him in touch with the social environment, by reforming the tender complexes in the pupil's mind like fear etc. In Europe there are clinics for the backward and the mentally deficient children. In America Mr. Hilly conducted a great deal of research in the matter. In England the war caused mental deformities in children in a large scale. To cope with the problem a number of clinics have been started under the guidance of competent educational psychologists and psychiatrists. In the Mudalier commission there is mention of professional and educational guidance. When the B. T. courses will be reformed, Mental Hygiene should be made a compulsory subject. It is not possible at this stage to open in each school a guidance clinic. In fact, only in limited cases, we may require the help of psychiatrists like Mr. Cyril Burt. An ordinary teacher with a little training will be quite competent to tackle the other cases. The teacher concerned will have to acquire some knowledge of psychology, application of the psychological tests and Mental Hygiene and should have the sympathy and willingness to mix with pupils in a friendly way, then only he will be able to 'guide'. In England and Scotland there are a few travelling and visiting clinics to offer help and advice to schools in their needs after consulting the cumulative records kept in schools.

Sri Srinivas Bhattacharya classified the problem of guidance under two heads: psychological and sociological. The main concept behind 'guidance' is to develop the personality of the child as a whole. The sociological approach presupposes that there are individual differences; and the personality traits can be taken as an index to a person's later achievements. Researches reveal that these individual differences can be classified into different categories. We believe in democracy in education.

The best method, therefore, will be to provide opportunities to every child to adjust himself to society. There is a striking disharmony between the different courses and opportunities. Educational guidance is something different from vocational guidance. Of course, the one has bearing upon the other. The main idea of educational guidance is to help the

child choose his right course of study for the harmonious development of his personality. We should take a composite approach. Intelligence is not the only criterion to think about. There are other things also like motivation, interest etc. Which are responsible for success. If we depend solely upon the tests we have every chance of being unjust. The questionnaire method is not very practical and reliable at present. The school situation also is very narrow, so that we have very little opportunity to assess the pupil's activities. So at present we have to take a synthetic approach.

Workshop For Headmistresses

JANUARY 18th, 1958.

Miss Monorama Bose, Chief Inspector, Women's Education was on the Chair.

- Members attending—
1. Sm. Sabitri Roy—Surah Kanya Vidyalaya.
 2. Sm. Sushama Sengupta—Lake School Eor Girls.
 3. Sm. Amiya De—Muralidhar Girls High School.
 4. Sm. Pushpamayee Bose—Ballygunje Siksa Sadan.
 5. Sm. Suphala Roy—Bethune Collegiate Bchool.
 6. Sm. Aparajita Neogy—Jr. Basic School, Hastings House.
 7. Sm. Nibha Dasgupta—Chetla Girls High School.
 8. Sm. N. Chakravarti—Binodini Girls High School, Dhakuria.
 9. Sm. S. Sen Roy—Barisha Girls Higher Secondary School, Barisha.
 10. Sm. Amiya Bhattacharya—The Oriental Seminary for Girls.
 11. Sm. Shanti Banerjee S. M. G. H. School.
 12. Mother M. Monica—St. Mary's High School.
 13. Sm. Priyabala Datta—Adarsha Balika Siksyatan, Jadavpur.
 14. Sm. Lina Mitra—Peary Charan Girls School.
 15. Sm. Protima Pal—Jhagram Nanibala Balika Vidyalaya.

Summary of Discussions :—

The meeting was scheduled to be held at 12 Noon but full attendance was reached at 12-30 P.M. when Miss Manorama Bose opened the discussion on the points of the "Working Paper" which had been prepared by the Coordinator of the Department of Extension Services out of her discussions with the Heads of different girls schools.

Mrs. Sengupta, Headmistress of the Lake school for Girls first raised the point about how to get teachers properly qualified and mentioned that she has already applied to the Calcutta University for making provisions for special condensed courses.

Miss Bose said in that case the matter could be discussed later.

The problem of the lack of knowledge of subject matter was then taken up and Miss M. Bose suggested that Headmistresses should tackle this problem through staff meetings. Miss Amiya De (Muralidhar Girls' High School), Miss P. Bose (Ballygunje Siksa Sadan), Mrs. N. Dasgupta (Chetla Girls High School) and Mrs. S. Sengupta said that they always hold such meetings. Miss De said that she discusses methods of teaching only at such meetings and Miss P. Bose added that the Headmistress cannot be expected to be competent to help all teachers with the contents of their teaching subjects. Miss De suggested that the Senior teacher of each subject should lead discussions in her subject group. It was suggested by some that this may lead to a sense of inferiority and superiority amongst teachers. Miss M. Bose replied that it should be the responsibility of the Head Mistresses to avert any such development. Miss P. Bose mentioned that women teachers being involved with household matters in addition to heavy duties at school can scarcely have time for self improvement through study. Miss M. Bose said that if teachers donot have enough time during school terms they can read up in the holidays. Long holidays available to teachers only should be considered to have been given expressly for that purpose. Miss P. Bose agreed that teachers of today lack that sense of vocation which could make them override ail difficulties. Mother M. Monica (Loreto, St Many's) suggested that they should respond to appeals by Headmistresses. Regarding the problem of correction of exercise books mentioned by Miss P. Bose in connection with the heavy duties of teachers. Mother Monica stated that techniques should be adopted for making corrections much quicker. Objective tests may be given to a certain extent, but the need for comprehensive tests will always remain specially for the languages. The drudgery of corrections will therefore remain and will have to be accepted by the teachers. It is the duty of the Headmistresses to impress this necessity upon them. They will not mind working harder if they feel that the headmistress is genuinely interested.

Mrs. Bannerjee suggested that a good deal of oral work should precede written work and this would minimise the work.

The question of the necessity of covering the syllabus was then taken up and the consensus of opinion at the meeting was that, instead of trying to hurry through the whole of a heavy syllabus, the aim should be to teach a part thoroughly. Miss M. Bose asked whether there was any explicit instruction of the Board of Secondary Education of West Bengal that the whole of the syllabus should be covered or whether any school has been reported against for not doing so. The answer being in the negative Miss Bose said that in that case there was no bar to limiting the syllabus to do more thorough work, but this must be supplemented by wide reading outside of the text books.

The discussion now veered round to how school girls can be interested in doing serious library work and the following suggestions were made.

(a) Subject teachers should know the books on their subjects thoroughly and guide their pupils to read them.

(b) There should be a library period in each class when the reference library should

be opened freely to the pupils of that class. In case the school does not have a good reading room the girls may issue the book from the library and come back to their class to read.'

(c) Quiz classes may be used to motivate the pupils into acquiring more knowledge from books.

Miss M. Bose then touched upon another way of improving the knowledge of contents of school teachers, ie, through refresher courses organised by the Dept. of Extension Services of the Institute of Education for Women. She suggested that the Dept. may also help school teachers with audiovisual aids.

Mrs. Karlekar stated that a grant of Rs. 5000/- has been received from the Government of West Bengal for the purchase of books for the use of teachers and requested the headmistresses to supply her with lists of books which they should like their teachers to use.

Mother Monica suggested that attractive popular books like those published by the Standard Literature Company may be purchased.

Taking up the suggestion the lower qualifications for teachers should be accepted Miss M. Bose remarked that she always supported the teachers in their efforts at improving their qualifications and that she was of the opinion that they should be given full facilities for appearing at higher degree examinations. On the point of appearing at the Public Service Commission, Miss Bose said that she was convinced that this would give security of service to teachers. Replying to a question whether this meant that the school authorities would have no power of dismissal even in cases of grave offence, Miss Bose said that disciplinary action will be always possible in such cases but it will not be possible to dismiss an adequately qualified permanent teacher just because a more efficient or more highly qualified teacher is available. That would not be a fair practice. Miss Bose then added that, in future, the P. S. C. may form a panel of qualified teachers for appointment by schools. These teachers would be appointed by school authorities under the usual conditions and subject to the ordinary period of probation before confirmation. Mother Monica felt that some schools with certain distinctive ideals may not find the recommendations of the P. S. C. suitable. Mrs. S. Sengupta stated that she was not convinced that teachers already in service should appear before the P. S. C.

Miss M. Bose replied that they must if they want higher scales of salary and that this was the condition under which even the highest and the seniormost Government servants served.

Taking up the suggestions regarding the provision for incentives for teachers Miss P. Bose said that these were good but very difficult to apply and may lead to the vitiation of a healthy school atmosphere through discriminatory treatment. This again redounded to the fact that the responsibility for inspiring the teachers, for getting them acquainted with modern developments in contents and methods etc. rested with the headmistress. The discussion on the "working paper" being over, Mother Monica raised a new point, i.e., that

the end of the school year being shifted to the end of the financial year was educationally unsuitable.

Miss Bose requested the heads to think over the problem and work out constructive suggestions. She then excused herself and left the meeting to keep another very urgent appointment. Tea was served at this stage and Mrs. Karlekar informed that as the question of audio-visual aids had been raised at the meeting and as Sri K. Guha, the Film librarian of the Social Education Department of the Govt. of W. Bengal was on the premises, this meeting could have a discussion with him on the matter.

Sri K. Guha, who was sitting at a discussion with the "Social Studies" group after providing a film show for them, came and talked with the headmistresses for some time. He suggested that for the present he was willing to help the schools with shows of educational films as far as possible. He was also willing to give school teachers some training in the projection of films. The Department of Extension Services of the Institute of Education for Women had one projector which could be lent to schools for holding their own shows after the teachers were trained, but this was extremely inadequate and the ideal would be for each school to possess its own projector. The headmistresses may appeal to the Board for making this provision.

The headmistresses then mentioned some other agencies like the B. I. S. and the U. S. I. S. and requested Mrs. Karlekar to find out whether these would agree to hold shows in schools during school hours.

Regarding the supply of films it was suggested that all the above sources may be tapped but that the Government should have a stock of educational films exclusively for the use of secondary schools. Mrs. Karlekar then requested the headmistresses to let her have a list of teachers for taking training in film projection.

After the departure of Mr. Guha the discussion reverted to the change in the academic year and the heads were unanimously of the opinion that the Government should be requested to consider the possibility of shifting the year end further and terminating it before the Summer vacation and beginning the new year in the middle of June. Mrs. Karlekar was requested to circulate this suggestion amongst all headmistresses to find out the general consensus.

The meeting ended here. As the whole of the working paper had been covered and some additional business also done, it was decided that the workshop need not continue on the 19th. Mrs. Banerjee (Sakhawat Memo. Girls High School) was requested to present the report at the Education Conference on the 19th.

Working paper :—

Subject :—"Securing and developing good teachers."

Problems relating to qualifications :—

- (a) Non-availability of class II M.As. and honours graduates.
- (b) Lack of knowledge of contents and methods even in qualified teachers.

Solutions at present offered :—

- (a) Temporary acceptance of lower qualifications. Leads to a feeling of insecurity and inferiority and to attempts at appearing at examinations. This involves neglect of schoolwork and, very often, failure of teachers studying under unfavourable circumstances.
- (b) Appearance before the P. S. C. undermines the authority of headmistresses and cannot lead to proper judgment and classification.

Alternative Suggestions :—

(a) Lower qualifications be permanently accepted in view of the facts that the supply of M.As. in the field of secondary education cannot be expected to increase within foreseeable future and that the standard of graduates is expected to rise after the reorganisation of secondary and degree education.

(b) Interim measures in form of certificate courses, involving practical work but no examinations be adopted.

(c) Permanent agencies for keeping teachers abreast of new developments in the fields of contents and methods be created.

(d) Replace P. S. C. by reporting by headmistress with right of appeal by teachers.

Some suggestion for encouragement of professional growth :—

- (a) Reporting by headmistresses highlighting good points.
- (b) Recognition by institutions of prizes and grants and selection of good teachers for radio talks etc.
- (c) Adequate and effective representation of secondary school teachers in all authoritative bodies connected with secondary education.

Other Problems and Solutions.

English Teachers' Workshop

Some Problems of Teaching in India.

1. What aims and objectives need be kept in view in teaching English ?
2. Can the aims and objectives be reached in six years ?
3. What is the utility of wasting time and energy on learning English when the majority of children will not join the university for higher studies ?
4. Should English remain compulsory ?
5. What should be the method of teaching English ? Should any particular Method or a combination of Methods be advocated ?
6. How and where to secure good teachers of English ?
7. How can the students acquire English speech habit when they seldom hear good spoken English ?
8. What good is being served by the introduction of Deepak Readers at the stage of Class IX of Higher Secondary Schools when the students had a different training up to class VIII ? Are they not losing interest in the lessons ?
9. Should not oral test be a part of the English test in all examinations, including the Final to measure the actual skill acquired ?
10. Can we advocate for India an Indian English ?

Suggestions

1. The changed context of free India has to be borne in mind in determining our aims and objectives. English, however, remains a very important language for a long period to come. We have to decide the proportion of stress to be laid on (1) Reading, (2) Speaking and (3) Writing English. What types of communications, and for whom, should be clearly understood.

2. It depends on so many factors. Results will be different in (i) intensive and (ii) extensive teaching. Six years should be measured not by the calendar months but by the English class hours per week.

3. More students will go in future to study science and technology. English will be indispensable for them. Even when the medium of highest education be mother-tongue, for valuable books, references periodicals and documents we will have to depend on English.

4. For the present, of course.

5. Experiments in the field of education are always welcome. New Methods should be tried with open minds. But it may not be wise to be tied down to a single Method at all levels. The role of the teacher should not be obscured by mechanical formulas in the name of this or that Method.

6. Naturally, there is no reserve force of good English teachers. Refresher courses should be arranged more vigorously and in a larger scale.

7. Another difficult problem. Radio and Linguaphone records may be used as a living part of the English Class. Teachers themselves should avail themselves of good English speeches and improve their own quality. Study of Phonetics for teachers should be insisted upon.

8. A better grounding at the earlier stage is, of course, the objective of Deepak Readers. Their introduction in the middle of the ladder causes some difficulty, no doubt. This is the difficulty of the transition period.

9. English being a 'skill' subject, the success of teaching will depend on the skill being acquired by students successfully. There should be perfect harmony between the teaching aim, the teaching method and the test. If oral work be stressed, it should give place in all the steps.

10. First we have to ascertain the possibility. A comparison with the uses of English in other countries may be useful (for example, American English, Queen's English etc.).

III

English, today is the problem language of India. Views are widely divergent regarding its place and utility in the field of education. It is a problem which concerns all the states of India and requires tackling on an all India basis. Ultimately, things will depend on the policy which is laid down and accepted by the central authorities. We, teachers, in any case are involved, if not in the controversy, certainly in its repercussion. So far as teaching is concerned, there are some new problems which have cropped up because of the changed context of our national life. The low standard of English, the problems of teaching English as an important foreign language, the spoken aspect of it as a 'link' language all these have to be tackled seriously. For this purpose, different all India seminars and symposia have been, and are being, organised.

But it is found that sometimes the discussions are too theoretical and platitudinous. The problems as they are actually faced by the practising teachers in their respective laboratories of school are either by passed or little understood. So it was urgently felt that our teachers should meet in small groups and have intimate exchange of opinions in all such matters. On behalf of the Extension Services of the Institute of Education we invited topics and problems from teachers of the associated schools in order to size up the problems and their nature. The response was quick and the points raised by the teachers were sorted by us into several heads. Then on the basis of those items a two-day symposium was held at this Institute. Along with the teachers of English Mr. O' Brien of the British Council also kindly participated in the discussions. Of course, a two-day session in itself is too inadequate for the problems and we cannot say that we have been able to find happy solutions in all cases acceptable to all. What we can confidently say is that the symposium has really

helped us to understand the problems from closer quarters. A brief synopsis that follows will give you idea of the range of discussion and the kinds of solutions suggested. English should be taught in two stages, in the Secondary school and University. The objectives in the Secondary stage and University are not absolutely identical. In the Secondary stage English will be taught for six years. Then the aim should be to equip the student with a working knowledge of English it being taught more as a skill subject than for its literary content. Towards the end of this stage the literary content should receive due attention. In fact, even in earlier stages the literary content does come up, for instance in nursery rhymes.

By working knowledge of English is meant the capacity to read books written in simple English, to put one's ideas in simple English and speak English and understand when spoken to. The acquisition of such a knowledge in English in Secondary schools with a slight bias to its literary side in the later stage will prepare the students for their everyday work in life and also prepare a groundwork for study in University.

The question whether aims and objectives can be reached in six years is difficult to answer for it is not indicated for how many periods it is to be taught. Supposing however English is taught for two periods a week for six years, the objectives could be attained by a good teacher of English with a small class of, say 25 pupils. To repeat in a different language, a teacher must possess a good working knowledge of English so that he may be able to lay a foundation in the students.

A good number of pupils will join the University. In the earlier stage, it is not known what percentage of pupils will go to the University. So English has to be taught in the secondary stage. Again with a working knowledge of English acquired in the Secondary stage, a boy or a girl would face the world with better prospects, will have an avenue for recreation further, he will have a tool to gather knowledge.

One foreign language must be made compulsory as in many other countries. English is the most widely known language in the world. For this and for the fact that it has taken deep roots in India during 150 years of British rule in India due to which the intelligentsia of the country use English even after independence in all important matters and for the fact that books on technical and scientific subjects are easily available in English and by consensus of opinion in India one foreign language should be taught and this should be English. The date to replace it with a national language easily understood read and written cannot be envisaged.

As regards the method of teaching English the teacher of English should be conversant with the different new devices, but the teacher should not be tied down to one. The teacher should use all the devices at his discretion to suit the content and topics of the lesson.

A good teacher of English connotes that a teacher should have a good knowledge of both language and literature. He must also be familiar with the different devices in

teaching a language. As regards the first quality in a teacher, University graduates with Honours Degree or M. A. in English may be relied on. For the second quality in a teacher, a diploma in training should be insisted upon.

One learns to speak a language by hearing it correctly spoken and imitating it. until good teachers are available Radio and Liouguephone Records will be helpful. We may here request the All India Radio to arrange for lessons fit for school children. Introduction of the Deepak Readers at the stage of class IX of which the boys were not taught in the Lower classes in the Higher Secondary School would be a misfit.

Since speaking and understanding are our aims in teaching English, oral work should have a place in examinations both internal and final.

At present it is difficult for us to advocate for India an Indian English and we leave it to the future to determine. The workshop was held on Saturday the 18th and Sunday the 19th January, 1958, under the guidance of Mrs. M. Acharya, Asst. Coordinator. Mr. O' Brien was the Chief Guest and also kindly conducted the discussions in the First Session on the 18th. Educational Films were shown by courtesy of the British Council and British Information Services.

Social Studies Teachers' Workshop

January 18th and 19th, 1957

Statement of Problems

1. Syllabus :—

(a) Is the syllabus drawn up by the Board of Secondary Education of West Bengal too heavy ?

(b) Will the teachers follow the Boards syllabus strictly ? Or be allowed to frame his own syllabus according to the conditions and needs of the pupils ? Or draw up his own programme keeping within the general framework of the syllabus ? (c) Can history of India find a place in the syllabus ?

(d) Can Social Studies be taught for three years instead of two ?

II. Techniques of presentation :—

(a) In what proportion or with what emphasis will the teacher use the special techniques ? Field trips, projects intellectual and practical, library work, listening to lectures by outsiders and teachers etc.

(b) What should be nature of field work ?

(c) How to meet the extra expenditure arising out of the application of new techniques ?

III. Evaluation —

- (a) Will Social Studies be neglected as there will be no public examination on it ?
- (b) What will be the techniques of evaluation ?

IV. Arrangement of lesson periods :—

- (a) What should be the minimum number of periods given to social studies per week ?
- (b) Will the Board of Secondary Education make any recommendations on the matter ?
- (c) Should there be separate times for debates, discussions etc. ?

V. References and resources.

- (a) What proportion of the school library and should be allotted to buy reference books on social studies.
- (b) Will teachers compile a list of necessary books and equipment, and submit to the Extension Services Department ?

VI. The teacher.

- (a) Should Social Studies be included as a method subject in the B.T. Syllabus ?
- (b) Can one teacher teach the whole syllabus of Social Studies to a class ?

Report of the Social Studies Teachers' workshop organised by the West Bengal Social Studies Teachers' Association and held on January 18 and 19 in the Institute of Education for Women

Social studies in West Bengal is confronted with a number of problems—problems relating to syllabus, techniques of presentation, evaluation, arrangement of lesson periods, references and resources and teacher. Of course, their problems are not special problems of Social Studies ; they also arise in connection with the teaching of other school subjects though in varying degree of intensity. But in the case of Social Studies they have assumed larger proportion in as much as the subject itself implies a new conception of educative process, and hence demands an altogether different kind of treatment.

Unfortunately, however, in most of the Secondary Schools of West Bengal, particularly in there in mofussils, the conditions are not quite favourable to the proper teaching of social studies. The problems have therefore to be viewed not as isolated problems arising solely out of their own nature but as being inextricably bound up with the conditions generally prevailing in the Secondary Schools today.

There is yet another problem of a more fundamental nature. It is about the intrinsic worth of the subject itself. There, indeed, prevail considerable misgivings in the minds of the teachers as well as enlightened public as to whether social studies as a school subject can really deliver any goods. But that is outside the present universe of discourse, though

the fact remains that inadequacy in school conditions is largely responsible for all the lack of appreciation that the subject suffers from.

Social studies is only one year old but it is heartening to know what within this short period it has succeeded in awakening considerable enthusiasm among pupils; and this is the most important point in favour of social studies. Thus believing as we all do that any thing that stimulates interest in pupils should find a place in the curriculum, we should strive to make social studies more popular and fruitful in schools.

The workshop has offered a fine opportunity to the teachers of social studies to express their views as to how the problems may be tackled. They are, however, aware that in the present stage of national reconstruction no radical measures can be introduced: nor can any ideal conditions be brought overnight to prevail in the schools. They have therefore offered the following suggestions, which they think, are quite practical, and if acted upon will improve the teaching of social studies to a great extent.

(1) Syllabus :—

The present syllabus of social studies is satisfactory though a bit too heavy. A small beginning therefore, may be made in class VII where the teachers will be free to choose any topic he or she thinks may be done satisfactorily. Thus, sections of the syllabus may be either wholly or partially done in class VIII according as the time at the disposal of the teacher permits. It is however desirable that social studies should be introduced from class VI at the earliest opportunity. At the moment the teacher can draw up his or her own programme of social studies keeping within the general frame work of the syllabus.

(2) Techniques of presentation :—

All the techniques suggested in the statement of problems are effective, and therefore the teacher should try to apply all of them according to convenience. It is however, left to the teacher to decide which technique is most suitable and when and how to apply it. Excursions should form a part of the social studies programme, but if long excursions are not possible short excursions may be organized in the neighbourhood of the school. The Board of Secondary Education should be requested to make necessary grants to the schools to enable them to organize visits and excursions.

(3) Evaluation :—

Social studies will not suffer on account of its being a non-public examination subject. But regular and planned internal tests should be given at different stages instruction. Tests should be of both objective type and essay type. Particular care should be taken to devise suitable tests and to administer them to the pupils. The tests should be interesting to the pupils, and to facilitate correct evaluation, should reveal to what extent the aims and objectives of teaching social studies are being fulfilled.

(4) *Arrangement of class periods —*

There should be at least three periods per week for social studies. It will be better if the Board of Secondary Education sends a circular to the schools to that effect.

(5) All higher Secondary schools should have some equipment and a fair number of good reference books in their libraries for the proper teaching of social studies. The Board of Secondary Education should be requested to make special grants to enable the schools to buy books and equipments.

The teachers would draw up a list of reference books and submit the same to the Department of Extension Services which would have the books in their libraries for the use of social studies teachers.

(6) *Training :—*

Training Colleges should make arrangements for regular instruction in the method of teaching social studies.

It is desirable that one teacher should take complete charge of social studies of one unit of pupils. The unit may be a whole class or just a section of a class. It is also desirable that the social studies teachers of a school should sit together and plan their work.

Further the teachers feel that there is a general lack of appreciation on the part of the heads of schools of the problems of the social studies' teachers. Therefore, the headmasters and the headmistresses may be invited in a conference of social studies teachers, where they may be able to understand the problems.*

Mr. K. Guha, Film Librarian of the Social Education Department of the Government of West Bengal was kindly present at the discussions on the 18th and arranged a film show on the lives of different communities of the world.

LIST OF TEACHERS

Who participated in the Education Week

(In alphabetical order of Schools)

(I)

Debate :—

Ballygunge Siksa Sadan—

Sm. Bela Roy.

„ G. Jaspal.

„ Satadal Roy.

Lake School For Girls—

„ Shakuntala Sinha.

Suniti Siksalaya—

„ Aparajita Neogy.

Urban Basic School—

„ Laksmi Chakravarti.

(II)

Teachers' Day :—

Ballygunge Siksa Sadan—

„ Pusphamayee Bose (Hd. Mistress)
 „ Parbati Dasgupta.
 „ Aruna Ghose.
 „ Renuka Kar.
 „ Juthika Ghose.
 „ M. Bhandari.
 „ K. Anand.
 „ Seba Bandyopadhyaya.

Chetla Girls' Schools—

„ Anima Roy Chowdhury.

Jadavpur Adarsha Balika Siksalya—

„ Anima Sengupta.

Howrah Girls' School—

„ Lila Saha.

Muralidhar Girls' School—

„ Sudha Basu.

„ Aparna Ray.

„ Uma Bagchi.

„ Pratima Sen.

„ Nina Banerjee.

„ Manjula Biswas.

„ Sushama Roy.

„ Diba Sen.

„ Amita Chakravarti.

„ Amiya Basu.

„ Bijaya Gupta.

„ Pratibha Ghose.

„ Mukul Dasgupta.

„ Chhabi Chowdhury.

Romesh Mitra Girls' School—

„ Sova Bhattacharya.

Sakhawat Memo. Girls' H. School—

„ Smriti Bose.

Vote of Thanks

Vote of thanks is usually a formal affair, and no elaboration is expected in this matter. But our means were so limited and the time at our disposal was so short that we were afraid there might be more criticisms than praise lying in store for us, organise. At the conclusion of this week-long function, therefore, we have every gratitude for those whose help has not only made it a success but has brought praise from various quarters.

It is a great pleasure and privilege on my part to have come to offer my heartiest thanks on behalf of the Extension Services Department of the Institute of Education to Dr. D. M. Sen, Education Secretary, Govt. West Bengal, who kindly presided over the first

day's symposium on "Examination Reform", to Dr. S. P. Chatterjee, Dean of Education, Calcutta University, President of the symposium on "B. T. syllabus Reform", to Sm. K. K. Gupta, A.D.P.I., who conducted the symposium on "Education in the Second Five Year Plan", and to Sri K. C. Mukherjee, Dept. of Psychology, Calcutta University, who presided over the symposium on "Guidance". But for their able piloting the conference, particularly the valuable symposia could not have been a success. In fact their gracious presence and illuminating talks, supplemented by other brilliant deliberations by different speakers, were the main attraction to the thoughtful elite of the city.

I would also thank Sm. Pushpamayee Bose, Headmistress, Ballygunge Siksa Sadan, Sm. M. Bose, Chief Inspector, Women's Education and Mr. O' Brien of the British Council, Calcutta, the chief guests on the of our sittings,—two workshops and one variety entertainment,—for extending their cooperation and offering their valued suggestions on different problems.

I would thank in connection each of the speakers at the symposia, whose list included among others Sm. L. Dasgupta, Dr. S. K. Mitra, Sm. S. Sengupta, Sm. A. De, Sri S. K. Ghose, Sri M. K. Banerjee, Sri K. K. Mukherjee, Sm. L. Ghose, Sri S. Roy, Sri K. P. Chowdhury, Sri D. Mahanta, Sm. S. Datta, Sri S. N. Bhattacharya, Sri J. K. Dasgupta, Sm. K. Pramanik, Sm. U. Chandra, Sm. P. Pal, Sm. M. Banerjee and Sm. N. Nag.

Thanks are also due to the learned teachers who participated in the variety entertainment and debate and to the enthusiastic pupils who joined in their recitation competition, debate and variety programme on three consecutive days. The Heads of the respective Institutions deserve our sincere thanks for kindly permitting all of them to attend the conference and actively cooperating with us.

Special thanks must go to the participants in the different workshops,—the Headmistresses, the teachers of the Social Studies and the teachers of English for their searching analysis of the problems and suggestions.

I offer my grateful thanks to Principal D. N. Roy of David Hare Training College, who presided over the concluding session of the Education conference, and recapitulated the old memories of the ties between the Institute and the David Hare in an emotional and reminiscent address.

The manysided programme owed its success to Mr. K. Guha, Film Librarian of the Social Education Dept. Govt. of West Bengal and his team for arranging film shows which were interesting as well as educative and to the British Information Services and the British Council for lending the films and also to Prof. B. N. Adhikary I.M.E.S. (India) and Prof. K. B. Mukhaty, M. M. C. (London) for their splendid magic show.

The Extension Services Department being a limb of the Institute of Education, it will sound too formal if I thank the lectures and the students of the Institute for the important part they have played on the different days of the functions.

Let me also thank all the Office staff and the canteen personnel who remained behind the scene of all the spectacular pageants.

Last, but not the least, I thank the brilliant batch of the old students, who pleased one and all by presenting the drama, "Manmoyee Girls' School" at the concluding day of the conference and proved the the truth of the saying that "all's well that ends well".



Review of Work

We have become uncertain about the future of the Teachers' Quarterly at the beginning of the third year of its publication. The Department of Extension Services of the Institute of Education for Women had started in October 1955 as an avowedly temporary measure which was to end in October, 1958, exactly three years after its inception. The All India Council for Secondary Education, in co-operation with the Government of West Bengal, has since been able to extend its life till the end of the Second Plan period. The grants received in this second period, however, are expected to be so much smaller as to threaten the continuance of the Teachers' Quarterly. We shall be very sorry if we have to stop publication and feel that teachers and other educationists who had come forward so willingly to fill its pages with fruits of their thought and experience without any hope of financial recompense will be sorry indeed to lose this vehicle of self-expression,

The budget being smaller for the coming three years we shall have to lean more and more heavily on the schools themselves without whose co-operation, any way, we could not have moved a step forward in the past and cannot hope to in the future.

In this respect, the last quarter of the year has given us ample rewards and many causes of gratitude to heads, teachers and pupils of different schools.

January was a month of intensive activities. The Annual General Conference of the Department with its ancillary functions was held in the form of an Education Week from the 13th to the 19th January, 1958. Reports on this Week have appeared elsewhere in the journal.

On the 11th February, a special meeting of heads of boys and girls secondary schools of Calcutta and Howrah was held to meet Miss K. Sengupta, Field Adviser, All India Council for Secondary Education. Miss Sengupta spoke, at the end of a lively discussion, with special emphasis on the establishment of Science Clubs and undertaking of experimental projects in schools. Twentyfive heads of different institutions attended this meeting.

Readers may remember some schemes published in the last issue of Teachers' Quarterly and may be glad to know that, upto now two schools have submitted applications for Science Clubs and five for working upon a project of fused curriculum of history and geography to the D. P. I. West Bengal, to be forwarded to the All India Council for Secondary Education for financial assistance.

The five schools which have promised to work on the project of fused curriculum have already proceeded quite far with planning the same. A meeting of the headmistress of these was held at the Institute of Education for Women on the 8th February to discuss details of the programme and preparation of teachers who would undertake it. Then there were two meetings in March with such teachers of the five schools to discuss the methods of teaching and plan the units of work beforehand. These meetings were held on the 14th and the 28th March. It is expected that these schools will be able to start with the experiment from the beginning of the academic year.

A workshop on "Evaluation" for teachers of secondary schools, was held from the 12th to the 17th February. Sri P. D. Sharma, Evaluation Officer, All India Council for Secondary Education directed the workshop, ably guided by professors and research assistants like Sm. A. Dasgupta, Sri N. L. Basak, Sri S. C. Roy and Sm. Lina Roy. Thirty-five men and women teachers attended.

This course was followed up at the Institute for women teachers only by four meetings held on the 10th, 17th, 24th and 31st March. In these meetings problems and points of difficulty left over from Mr. Sharma's course were clarified by Mrs. Dasgupta and then, the trainees were divided into two groups to work with mathematics and geography under the guidance of Mrs. Dasgupta and Sri L. C. Chakravarti respectively.

A course on spoken English was inaugurated on the 19th February by Mr. O'Brien, Regional Representative of the British Council. Members of the Association of Teachers of English of West Bengal were also invited for this session. Mr. O'Brien gave an interesting talk and the programme of work was arranged under his guidance. Practising classes have been since held, on every Tuesday, in three groups conducted by Mrs. Karlekar, Mrs. Acharya and Mr. Guha.

A special meeting of the group, also open to all members of the Association of Teachers of English of West Bengal was held on the 25th March when Mr. Osborne, Principal of the Hindi High School gave a talk on the teaching of English by the Structure Method. He believed this method to be useful and effective though very little experience

has been gained upto now in its application in this country. He agreed with most of the general principles but the one that the interrogative structures should be introduced after thirtythree other structures have been taught. He thought that it would be rather boring for the class and trying for the teacher to go on teaching without asking questions and also that the question forms were not so difficult that they should be postponed till half the course for the first year was over.

We are glad to inform our readers that the library of our Department have been greatly enhanced by the addition of a large number of books bought with a special grant of Rs. 5000/- made by the Government of West Bengal. We are highly gratified to find that teachers from a number of schools are now visiting our library regularly and hope that this habit will gradually spread amongst others. We hope to be able to supply schools with complete lists of our books by mid-April.

We are very grateful to Mother Immaculate of the Holy Child Institute for the kind offer of her school premises for conducting a centre of activities amongst schools in North Calcutta. We expect to have the centre in working order immediately after the Summer Holidays.

We are sorry not to have been able to offer arts and crafts courses which, also, we expect to begin when the schools re-open in June.



Teachers'

Quarterly

Foreword

We come again to the teachers of West Bengal. Education in West Bengal is passing through a unique, and perhaps a rather critical, period in its history. There has been a tremendous expansion in the field of secondary Education in the past decade. The number of schools has more than quadrupled in this short space of time and yet there is not a seat vacant in any school, indeed, there is an insistent demand for more—and more and more! More than a hundred thousand boys and girls appeared for the School Final Examination in 1958, as against 29,839 who sat for the Matriculation in 1948, and still the upward trend continues unabated. To judge by quantitative standards alone we have achieved something unprecedented in the history of education in India.

But, the other side of the picture is, unfortunately, not so bright. The demand for education has increased by leaps and bounds in independent India, and schools have sprung up, like mushrooms, here, there and every where. But, although the supply of buildings, equipment, and qualified teachers has also increased, it has failed to keep pace with the demand. The inevitable result has been a fall in the standard of education which was not particularly high in any case. All interested in educational problems, are aware of this and efforts are being made in many fields to check this downward trend in educational standards.

The long-awaited scheme for upgrading and diversifying Secondary Education is also being introduced with its new curriculum which has great educational potentiality. But reform of curriculum does not automatically produce a reform in education, nor does an upgraded course of studies alone necessarily lead to higher standards. Whether we can successfully upgrade our secondary schools will depend, largely, on how we set about to tackle the situation. Better buildings and equipments are required for our schools, no doubt, and will, gradually, be forthcoming. But the human element is the most important of all—it is the teachers and heads of institutions who will really upgrade education by dealing with the new curriculum with the new approach that it deserves.

No improvement of educational standards is possible without improving the actual teaching in the schools. And, it is high time that all concerned with Secondary Education made an all out effort to this end. We, on our part, are ready to render to the schools, whatever services are within our capacity for the improvement of education.

It is heartening to see some teachers making full use of the facilities offered by us. Teachers and Headmistresses, are meeting in conferences and workshops to discuss the problems of secondary schools from a practical and constructive point of view. Refresher courses are being attended. Books are being borrowed and read. Maps, charts and other educational aids are being made use of. A few schools are actually experimenting with reformed methods of teaching and evaluation, and we hope to be able to publish some of the results achieved by them for the benefit of these who are not yet ready to try out the 'new' methods in actual practice.

All these are signs of a reawakening of new life in the schools—a sincere desire to improve education, even in the face of heavy odds. But these can leave a palpable mark of improvement in the sphere of secondary education only when practised by a sufficiently large number of schools.

We invite you all to use our services as your very own and tell us, from your practical knowledge of the situation in schools, how to make these services more effective.

NALINI DAS,

—:o:—

"A most important truth, which we are apt to forget, is that a teacher can never truly teach unless he is still learning himself.... The greater part of our learning in the schools has been wasted because, for most of our teachers, their subjects are like dead specimens of once living things with which they have a learned acquaintance, but no communication of life and love."

Earle C. Kelly

—:o:—

Difficulties of Secondary Schools in Maintaining SCHOOL RECORDS

By SHAMSUDDIN, B.A., B.T., M. Ed.

As regards difficulties experienced in introducing cumulative records in schools, following summary of opinions can be compiled.

1. Maintenance of records is possible in Residential Schools only where the quality of students can be judged minutely.
2. Apathy on the part of guardians to cooperate with the authorities. The students do not give correct history.
3. Non-maintenance of records is due to poor salaries of teachers.
4. The teachers are overworked. They do not want to waste time unnecessarily as records take lot of time.
5. How is it possible to maintain records in a class of 40 boys?
6. Government has not made records compulsory.
7. The heavy curriculum, inadequate staff and want of funds.
8. For want of trained and adequate staff. More attention is not being given to the training in the maintenance of school records in training colleges.
9. No standard rating scale is available.

The above formidable list can be reduced to the categories as given below:—

1. Lack of proper atmosphere (which includes Nos. 1 & 2).
2. Lack of Equipment:
 - (i) Practical Aspect (which includes Nos. 3, 4, 5, 6 and 7);
 - (ii) Technical Aspect (which includes Nos. 8 and 9).

Many of the difficulties mentioned above under various heads are insurmountable. Where there is a will, there is a way. With some readjustments and some changes a start can be made.

PROPER ATMOSPHERE :

It has been felt by a section of Head Masters that keeping of records is possible only in a residential school. This can be granted because of better influence and efficacy of residential school in the education of children. It is true that in residential school, environment can be better con-

trolled and adjusted to the well-being and adequate development of children; but that is a step further than what we aim to do through Cumulative Records. It, therefore, is unnecessary to grant such a condition as indispensable for the purpose of proper maintenance of cumulative records. These records are meant to bring to light weaknesses and assets of students on the basis of which educational and other kinds of guidance follows. These are diagnostic in purpose. To fulfil the need what is required is:—

- (a) Wide scope for students to express themselves.
- (b) Keen and directed observation on the part of the teacher.
- (c) Devices for recording the teachers' observations.
- (d) Skill to interpret record-forms.

Whatever other facilities are obtained in residential schools can be provided if due contact is established with the homes of the students.

PARENTS' COOPERATION :

In this connection I might refer to the complaint of Head Masters with regard to "non-co-operation of parents with the result that maintenance of records cannot be pursued to the fullest benefit". First part of this statement is such a hard truth that to deny it will amount to insolence. For whatever reasons, there is absolute absence of any link between the teacher and parents which is essential if schools are to be real centres of education. "Home and school are so bound up together that it is imperative for teachers and parents to have real understanding of one with the other". F. J. Schonell.

An active and positive cooperation from parents however helps in "getting things done", in "following the course chalked out for the pupils" but not in our efforts to study the pupils. The fundamental difference between the process of diagnostic and execution of the remedial scheme thus prepared is to be grasped. We can take the analogy of a doctor, when a patient is brought to him, his diagnosis and prescription based on the results of diagnosis is one thing, to carry the treatment through is another. Cumulative records are meant to do the first for which cooperation of parents required is nominal.

The basis of above objections therefore is only psychological. It is not the practicability or possibility of maintaining records, which is questioned, but the use of them. What is envisaged by the Head Masters in their opinion is scepticism about ends which are supposed to be served through these means. Actually expression has been given to personal feelings of dejection which, inspite of grounds for it, is not justifiable in the interest of reforms and new changes to be introduced in the field of education.

LACK OF EQUIPMENT :

Among reasons mentioned for inability to introduce and continue maintenance of records in schools those grouped in the section occur with highest frequency.

To repeat the list given above this group includes the following:—

- | | |
|----------------------------|-----------------------------------|
| 1. Poor Salary; | 2. Overwork; |
| 3. Huge size of the class; | 4. No compulsion from Government; |
| 5. Heavy Curriculum; | 6. Lack of funds. |

If No. 4 is excluded, all the remaining items are indirectly linked up with the last one i.e. 'paucity of funds'.

Thus to get at the root, the whole things boils down mainly to the following analysis:—

1. Teachers do not have the MIND, because of poor salaries, and
2. Teachers do not have TIME, because of overwork, to put any such labour beyond their class teaching.

It is true that if schools are financially sound, the question of poor salaries, overwork due to heavy curriculum or any other reason, will not arise. Teachers then could be paid handsomely; personnel could be expanded to lighten each one's share of work and thus everything will be easy, but it is not so. It has also to be realised that financial situation cannot be improved overnight. The question therefore is whether inspite of monetary handicaps, reasons mentioned above really constitute 'difficulties' which make the adoption of this measure impossible.

That teachers are poorly paid has become almost a slogan. It is very funny that for every conceivable wrong in education this slogan is raised as an explanation and also as a justification for its continued existence! It is unfortunate that this all important profession should be so poorly remunerated but that is no reason why the teacher should be apathetic to the demands of his profession.

PSYCHOLOGICALLY NOT EQUIPPED :

My own 'hunch' is that it is not because of small salary that a teacher tends to concentrate only on class teaching and neglects all the finer aspects of his profession; but he himself is psychologically ill-equipped to grasp the real meaning of his vocation. Teaching is unlike many other fields of work where efficiency is governed more by technical preparedness. In this field on the other hand it is more the person who matters than his academic qualifications. As Henry Dyke says, "Knowledge may be gained from books but the love of knowledge is transmitted only by personal contact".

The real problem therefore is of securing persons with right type of attitude. While admitting persons to this profession due consideration should be made of the candidates interests, inclination and other personal attributes along with his academic attainments. Teaching personality is a unique and distinct personality. Every Tom, Dick and Harry who has obtained a graduate's certificate is not fit to teach. In this direction Training Institutes have a grave responsibility on them to devise proper method of selection and of equipping the candidates not only with the methodology of teaching but also of giving them proper orientation of their jobs.

In connection with Cumulative Records there is very little to be said about size of the classes and overwork of teachers. They are evils in themselves and should be eradicated but they do not present serious handicaps, once we determine to introduce the system of cumulative records. It is wrong to assume that one individual known as class teacher will have the responsibility of maintaining all records of his class. It is not like correcting Home Work or assessing examination note books. Most of the entries in the forms will be based on:

1. Test Results:

Medical

Scholastic

Psychological

i.e. Health Reports, personal data sheet, scholastic attainments, future plans, and

2. Information gathered from parents and guardians, e.g. family history and personality Data Sheet.

These entries will be made periodically so that it interfere in the least with every day working schedule of the teacher. There are only a few which will need every day attention i.e. conduct chart etc.

Time is not so important a factor as personal touch with students and interest taken by the teacher to study and understand children whom he imparts instructions. This will help him more to meet the demands of cumulative records. By this it is not intended to minimise the importance and share of work of the teacher. To make his ratings and observations really meaningful and useful the teacher will have to give more attention, interest and time to his work than he usually does. Teacher's work, however, has to be shared by a new appointment of a person who is specially trained in the application of psychological knowledge. Thus without telling much upon the time of the teacher this new project premises to make his duties more interesting and alive.

NOT COMPULSORY:

This leaves one more point to be discussed. Certain Head Masters have a queer argument by stating, "we do not maintain school records because Government has not made it compulsory".

This appears to be rather a defence of one's complacency than a genuine reason. Why would a dictate from the Department make things easier which are otherwise difficult, is beyond understanding. If one is convinced of the efficacy of a project and is fully equipped to implement it, one need not wait for orders.

TECHNICAL ASPECTS:

This group of difficulties includes:

1. "No standard rating scale is available."
2. "Additional trained hands are required to maintain the records."

It is the most formidable obstacle in the way of immediate introduction of cumulative records in schools.

Though half the records are such that they do not need any special training on the part of a teacher to fill in excepting a fair amount of conscientiousness and devotion to his vocation, yet there are a few like :

1. Family History ; 2. Personality Data sheet ; 3. Future Plans, and 4. Conduct charts, which require technical training and use of standard devices as need a doctor to draw up a detailed health report.

Certain schemes will have to be instituted to make such training available to various schools.

The training colleges and State Bureaus of psychology have to join together and produce psychological tests and persons versed in the use of them. Every school should have at least one such person on the staff in addition to its full strength, whose duties will be to secure assistance from all teachers and make the maintenance of records effective.

Are You a good Teacher ?

See if you have the following qualities.

- | | |
|--|--|
| 1. Adaptability. | 15. Leadership (initiative). |
| 2. Attractiveness (personal appearance). | 16. Magnetism (cheerfulness, sense of humour, pleasing voice). |
| 3. Breadth of interest. | 17. Neatness. |
| 4. Carefulness (accuracy, definiteness). | 18. Openmindedness. |
| 5. Considerateness (courtesy, tact, sympathy). | 19. Originality. |
| 6. Co-operation. | 20. Progressiveness (ambition). |
| 7. Dependability. | 21. Promptness (punctuality). |
| 8. Enthusiasm. | 22. Refinement (good taste, modesty, simplicity). |
| 9. Fluency. | 23. Scholarship (intellectual curiosity). |
| 10. Forcefulness (courage, firmness). | 24. Self-control (calmness, dignity, poise, reserve). |
| 11. Good judgement. | 25. Thrift. |
| 12. Health. | |
| 13. Honesty. | |
| 14. Industry. | |

(Collected by Roma Gupta)

SOCIAL STUDIES IN OUR SECONDARY CURRICULUM

(THE PROBLEM OF A SYLLABUS)

Continued from March, 1958

By N. L. BASAK

In the March issue of the Teachers' Quarterly we considered the respective stand points of the fusionists and the separatists in regard to the problem of organizing an appropriate course of Social Studies, especially at the high school stage. In course of our discussions we had occasion to review some of the programmes obtaining in the schools of America. The review, though a very short and cursory one, has at least made it clear that in regard to what we call syllabus in Social Studies, wide divergences of practice exist in the U.S.A. where the subject still continues to be on an experimental basis. By its very nature, the form of a course of social studies in any locality is bound to differ from that in another locality simply because it is a different environment. Nevertheless, the fundamental objectives of the curriculum being the same for all pupils belonging to the same nation, the basic outlines of the course of studies comprised in it must have a broad similarity of pattern.

Before considering the organization of an appropriate course in Social Studies for our students at the high school stage it may be worth while to pause even if for a hurried glance at the position in this respect in another progressive country of the world viz., the United Kingdom. In this country, the problem in regard to Social Studies is not so much about its form of organization as about its utility vis-a-vis the traditional subject-centred curriculum. Here the term Social Studies is usually applied to courses which attempt to integrate in one planned scheme the teaching of history, geography, civics and Government, and possibly, English. According to this scheme, Social Studies does not represent a mere correlation of several allied subjects; it is of the essence of Social Studies that each subject loses its separate identity and the course of work is planned as a whole, with little reference to the traditional divisions. According to this plan, the course for each year has as its centre some broad yet fairly well-defined topic—either a geographical one like the neighbourhood or a specific country or region, or more generalized one like citizenship or government. The essential feature of this kind of treatment is the presentation of a unified body of knowledge and ideas, free from the breaks caused by the orthodox subject-divisions.

Notwithstanding all that has been said or done about Social Studies in England the position at the present time seems to be as follows. The subject of Social Studies is not looked upon with much favour except in the Secondary Modern School where the concept of socialization is currently receiving much greater emphasis than in other types of schools, especially in the traditional Grammar Schools, where the emphasis is still on academic brilliance based on subject disciplines diluted with some amount of routine-bound extra-curricular activities, it has not been thought desirable to have an integrated course like Social Studies in place of the organized disciplines of the traditional subject-curriculum. Even now, in England a course of Social Studies with an increase of project work is regarded as especially suitable to the less able boys of the Secondary Modern Schools. The Grammar Schools which till now monopolise the job of training the nation's

aristocracy of talent and wealth do not seem to believe in the superiority of a generalized course like Social Studies over that of the separate courses based on the traditional subject divisions. It is only the Secondary Modern Schools free from the shackles of tradition, that have been trying out with considerable success integrated courses of Social Studies on the basis of the pupil's functional relationship with the social and physical environment around him. It is these Secondary Modern Schools of England which seem to bear some resemblance to our own reorganized High Schools that are to discharge the great role of training the nation's citizens — leaders and workers — on whom will depend the realization of the national goal of a co-operative order of democratic society based on equality, liberty and fraternity.

Now to come back to the basic problem viz., the framing of a suitable syllabus in Social Studies as a 'mere compendium of the separate subjects of history, geography etc.' Such a treatment, in their opinion, would frustrate the very purpose of inclusion of a subject like Social Studies, which along with the Languages, a craft, and General Science including Mathematics, is to discharge the all-important role of training the nation's future citizens. The realization of this supreme objective of citizenship training can be best facilitated by a carefully constructed course of Social Studies which alone by means of functional experiences in the actual socialized settings can equip the children with an insight into the various problems social, economic, cultural, administrative and political etc. which beset living at the present moment. A course of Social Studies then must provide experiences that will develop attitudes and outlooks, values and standards, consistent with the needs and goals of a cooperative pattern of democratic social order.

From the foregoing discussion, it has become amply clear that the important thing in Social Studies is the development of habits and attitudes rather than the mechanical acquisition of a stock of facts or information unrelated to the problems of actual living in society at the present moment. If therefore, such a goal of Social Studies is to become a reality in the student's life at the present and in the future, it is necessary that the course of Social Studies is built up by 'synthesizing materials from different subjects and life areas into meaningful and functional units of study'. (Draft Syllabus of Social Studies, Section B, para 2, issued by the All India Council of Secondary Education). The approach herein indicated is no doubt an integrated one, and it does involve the "ignoring of logical subject sequence and boundaries." But in point of fact, the framers of the Draft Syllabus, have not altogether ignored the separate existence of the constituent subject areas. Thus we see that the syllabus drafted by the All India Council approximates a type bordering on the integrative pattern with emphasis on Problems of Present Living. It is not, however, completely free from the subject bias which is clear from the portions in it which are either purely historical or purely geographical.

Notwithstanding its shortcomings the Draft Syllabus of Social Studies issued by the All India Council has been framed on the functional basis and the topics included in it have been selected on the sole criterion of 'their relevancy to and value for tackling problems of present day social living' (Draft Syllabus, Section B, para 3). Indeed the topics and problems to be included within the syllabus of Social Studies must be linked with the problems of present living in society. This problem of functional approach is to be distinguished from the logical or historical approach wherein facts or matters are included in the syllabus because of their "intrinsic" importance without a consideration as to their direct bearing on present living.

The framers of the Draft Syllabus, however, seem to have kept in view two basic themes in constructing a course of Social Studies for the reorganized High Schools of the country. These are: (I) Living in Communities and (II) Problems of Living in Communities and (III) Problems of Living in the Modern World including the problem of reconstruction in post-independence India. Within these two broad fields, however, there are smaller fields or areas where the matter has been organized either as pure history or as pure Geography. Thus the topics "Living in Prehistoric and Ancient Communities", "The Modern World Takes Shape in the West" and "How India's Civilisation was Influenced by the West" are predominantly historical and the arrangement also is chronological. It is however a feature of this syllabus that the geographical portion has been presented in an integrated way as human geography. Thus the topics "Living in the Local Community", "Communities in the World of Today", "Living as Citizens of Free India" etc. have been organized on the integrative pattern. Besides, the two areas of "Problems of National Reconstruction" and "problems of Living in the World Community" which have been included in the Draft Syllabus are necessary for placing the student in a vital and effective relationship with the many forces of national and international importance that are today playing constantly on life at all levels of society.

Notwithstanding all the criticisms that have been made against the Draft on the ground of its heaviness or subject bias here and there, to the writer, the approach of the framers of the Draft Syllabus has been on the whole, consistent with the objective of equipping the adolescent boys and girl for an effective social living in the India of to-day.

The syllabus of Social Studies issued by the Board of Secondary Education, however, seems to fall short of the expectations in many ways. In the first place, it is not understood why no course in Social Studies has been included in class XI, the School Final year. Along with this slashing of the time span, several important categories of matter have been omitted from the Board's syllabus. In all countries having Social Studies, work in problem-solving has been regarded as the most important part of Social Studies instruction. Curiously enough, the Board's syllabus hardly makes any mention of the problems of present living, and hence the whole approach has been the historical one. In such an arrangement the risk is that the student's efforts might be monopolised by the acquisition of a body of organized knowledge from books without reference to its bearing on present living. The analysis and study of problems of present living in the actual social setting can alone make social studies work meaningful and realistic. Indeed if Social Studies is to kindle in the heart and mind of our people "a passion for social justice, based on the sensitiveness to the social evils and the exploitation which corrupts the grace of life" (Mudaliar Commission, chapter III, p. 25), if it is to cause this social sensitiveness and a desire for bettering present conditions, it is necessary that the adolescent be specifically oriented in the true nature of the many social and other problems which afflict the lives of his countrymen and of his own. Considered from this functional standpoint, the syllabus of the Board, does not come up to expectations.

The prefatory Note of the Board's syllabus divides the entire field of Social Studies into three parts *viz.*, elements of Human Geography, the evolution of Indian Culture and some principles of Citizenship and Government. It also thinks in terms of marks in regard to the evaluation of the work of the students, and prescribes a definite quantum for each of the three separate parts of the syllabus. Moreover, the Note also assign section by Section work for each class. It is not understood how within such rigid limits, and with such subject-matter bias in the syllabus, we can hope

to develop in the students "attitudes and values which are essential for successful group living and civic efficiency."

Unfortunately, the syllabus does not contain any basic criteria or objectives against which alone the relevancy or otherwise of the matter included in it could be weighed or tested. Nor is there any indication as to the levels of attainment to be reached in the different sub-areas of the syllabus. The historical portion is unwieldy and cumbrous and has been treated on an isolated, piecemeal basis. One whole field of matter given in the Draft Syllabus viz., "Problems of Living in the Modern World" has been omitted from the West Bengal Syllabus where the 'subject-bias' is palpable. It has ignored an important source of Social Studies viz., "life areas" which is so much emphasized in the Draft Syllabus. Again, for a two-year course, the syllabus is unduly heavy.

We need not, however, be worried very much over the integrated versus the subject-centred approach in the framing of a course of studies for Social Studies. If the goals and purposes are properly understood, and appropriate creative methods of teaching employed, the shortcomings of the syllabus (and no syllabus, however, carefully drawn up can ever be perfect) should not stand in the way of our realizing the objectives of Social Studies work. Moreover the teacher should always consider himself completely free to interpret the syllabus according to his needs, or rather his pupils' needs. The framers of the West Bengal Syllabus, however, have clearly stated that the syllabus sketched by them seeks only 'to map out a field in Social Studies' and need not be "adhered to in a closed, rigid, mechanical manner. "They have advised the teachers "to change the order in teaching to suit their convenience and to experiment on the course in any constructive way." Freed from the onus of a public examination, the Social Studies teacher is the master of his field, and provided he carries his class with him, within the broad outlines of the syllabus he may manipulate his matter or shape his methods in any way he likes only he must never lose sight of his goal of training the character of his students so that they may be fit "to participate creatively as citizens in the emerging democratic social order." The scope and matter of Social Studies and to be adjusted to the realization of this fundamental goal.

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"In the social studies, especially, a new alignment must be made between the materials of instruction and the social realities with which they deal. Abstract principles must be translated into practical problems in terms of human values. Social attitudes must be developed through the interpretation of life and environment. Civic virtues must be cultivated, not through formal abstractions about the government, but through a living and realistic curriculum. International idealism must be put into effect within the classroom and without."

(Teaching of Social Studies in Secondary School — Bining and Bining)

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TEACHING OF SOCIAL STUDIES

EDITORIAL NOTE

In this section we propose to bring out serially reports presented in our training courses and seminars on the subject. Sometimes we will present the reports as they are received and, at others, we may collate and bring out in one two reports received on the topic. The following is a report received from one of the groups in the Autumn camp on Social Studies held in October, 1957 under the guidance of Mr. Van Order.

What is the Social Studies ?

We cannot define Social Studies as any particular subject as History or Geography. It is much more broad and sweeps over a larger area in the sphere of Education. It develops itself round the man as he stands at his door and behaves with his next door neighbours and how he thinks and reacts. Thus human being is the chief reference in Social Studies rather than History or Geography. Other subjects are connected with this particular subject and they help to develop the pupil's understanding, interests, curiosity, most of all his intellectual adventurousness. It reveals to him where he is in time, space and society and the relationships that link the present with the past, the local with the distant and personal and national life with the lives and cultures of other men and women elsewhere in time and space. It becomes a study of relations and interrelation.

The approach and outlook of Social Studies is much more broad and exploratory, than our known History or Geography or any other particular subject conducted as a rigid sequence of lessons, whereas the course of social studies is broken up into a series of correlated units of study. It thus offers endless opportunities for active learning ; for relating the lessons to current events, for co-operative study by the form as a group. This active study encourages the child to search for himself into the material being studied—whatever may be the centre of interest, thereby develops a self-reliant attitude.

What we study in Social Studies is the life of man in some particular place at some particular time and we use every possible subject to help us understand his problems and how he dealt or deals with them. The main aim is to give a better understanding of the development of mankind. We are trying to trace with the children the fascinating story of how man has studied and controlled his environment and how his life has been influenced by this and how institutions have

grown out of the past and have undergone various changes to meet changing needs of us and must undergo changes from time to time. Man's use or misuse of his powers and resources and his development, the essential unity of civilisation—these are the main themes of social studies. We are trying to break the habit of putting knowledge into watertight compartments, labelled History, Geography, English, Economics, we are also trying to train children in the habit of thinking clearly, to be able to use all the knowledge at their command to solve problems, and to be able to find the necessary information.

Social Studies is meant to cover the ground traditionally associated with History, Geography, Economics, Civics etc. If teaching of these separate subjects only imparts miscellaneous and unrelated information and does not throw any light on, or provide insight into social conditions problems or create the desire to improve the existing state of things this educative significance will be negligible. This whole group of studies has therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment family, community, state and nation—so that they may be able to understand how society has come its present form and interpret intelligently the matrix of social forces and moments in the midst of which they are living.

Main points noted after discussions in the class :

1. Study of man in Social Environment.
2. This subject is to be viewed as a compact whole whose object is to adjust the students to their social environment—family, community state and nation.
3. It is a new approach to History, Geography, Civics, Economics etc.
4. Development of child's curiosity interest, intellectual adventurousness, and most of all his personal active learning to aid in bulding a foundation of effective citizenship in a democratic society.

Members of the Group :—

1. Satadal Roy
2. Uma Manjula Nag
3. Ranjita Datta
4. Tagar Dey
5. Kanika Bhattacharjee

Chairman
Recorder

NOTICE

Members of the Social Studies Group in the Summer Camp of 1958 please send lists of members of each group with names or recorders and presidents.

PROBLEMS OF TEACHING SOCIAL STUDIES IN SCHOOLS (HOW SOME OF THESE WERE SOLVED)

By SM. SOVA BOSE, M.A. B.T.

Howrah Girls' High School.

The teaching of Social Studies is of new adoption in Secondary schools. It has been introduced for better education and better world citizenship. The main theme is the study of man in society. Today the world needs citizens with a new outlook.

The Social Studies are part of the modern approach to education, the aim of which is the formation of standards, attitudes, ideals and interests rather than the accumulation of factual information.

We the teachers of Social Studies have to face various difficulties in teaching this subject. The subject is new and the approach is also comparatively new. The authorities concerned had arranged several seminars for the training of the Social Studies teachers which were extremely helpful. We were wondering in the dark as to how it would be possible to co-ordinate the whole group of studies into a compact whole.

Dr. Griffin has given us the light with which we were enkindled and found out our ways.

An association of teachers of Social Studies has been formed under the joint auspices of the Departments of Extension Services of the David Hare Training College and the Institute of Education for Women. It originated after Dr. Griffin's training course held in March 1957. The aim of the Association is that seminars of Social Studies teachers should be held for exchange of ideas and standard section of teaching Social Studies. It was proposed by some of the participants from Calcutta schools at Dr. Griffin's seminar that a study circle should be formed in Calcutta for planning lesson units by discussions and for exchange of ideas. The difficulties we have to face in adopting proper methods were found to be as follows :—

1. Schools are not suitably equipped with reference materials.
2. No one text book is prescribed for the subject. The students have to search in several books to find out the information they needed. The difficulties are the expense of providing a number of books, scarcity of reference books specially reference books written in Bengali. There should be at least five copies of each reference book.

A guide book with outlines of the year's syllabus and projects for students to work out may be introduced.

3. Problem of fitting the Social Studies in School programme.
4. Lack of transport facilities, time and finance for fieldtrips.
5. A spacious room is required for teaching this subject for group discussion, floor talks. using library books, debates, decorating the room with charts, maps and pictures, setting a big shelf with lockers for each students for keeping their personal files.
6. Lack of time for the teacher for planning the projects, activities and finding reference materials. Teacher-pupil planning also requires much time.

The new syllabus is too ambitious to cover by adopting proper methods. According to the present system of school programme generally a teacher has to take 29 periods a week. In addition to that a teacher has to correct many answer books of students daily. Help of resource persons is not available in all time.

So it is suggested that more leisure should be given to a teacher of Social Studies for preparation. The subject may be introduced from class VII for the solution of time problem. So our acute problems are specially lack of time and lack of finance.

In spite of all the difficulties, the teachers of Social Studies are trying to make it a success. The study circle has been holding meetings twice a month in different schools for discussing and finding out practical solutions to these problems, planning the lesson units, getting suggestions for source materials for the particular unit.

Sri D. N. Ray, Principal David Hare Training College, Sri Basak, Prof. D. H. Tr. College, Mrs. Karlekar, Co-Ordinator, Department of Extension Services of Institute of Education for Women and Sri S. P. Mukherjee, Co-ordinator Department of Extension Services of the David Hare Training College had very kindly attended some of our meetings of the study circle and given us valuable instructions by taking part in our discussions.

I, as a teacher of Social Studies, must express my grateful thanks to them for their helpful attitude to the helpless Social Studies teachers.

In conclusion, I must express my heartfelt thanks to the authorities of the David Hare Training College for offering me to speak some thing on the problems of teaching Social Studies in schools.*

* (Talk given at a Seminar of teachers of Social Studies at the David Hare Training College.)

"One of the most important changes in the educational field seems to be the gradual change from the compartmental concept of education, as it prevailed in the age of 'laissez faire,' to the integral concept."
Earl Mannheim

"The edifice of education should be our common creation, not only the teachers, not only the organisers, but also the students. The boys must give part of their life to built it up and feel that they are living in a world which is their own and that is the best freedom which men can have".
Rabindranath Tagore

The Various Aspects of Guidance

SRINIBAS BHATTACHARYA

As guidance is a very wide term it involves both individual and group guidance, educational and vocational guidance. Besides, there is the question of clinical guidance.

Appraising of personal adjustment is therefore one of the functions of guidance. There should be sociometric appraisal of students as well. The personality measures are not complete unless they are supplemented by sociometric devices.

Because group life is such an important aspect of everyday living, it is essential that students acquire some skills in situations involving social interaction. There are many students who are unhappy with their place in the group and they can achieve a satisfying group adjustment with the help of the counsellor. The class room should be regarded as a social situation in which the students as individual members of the class community act and react on each other. Their harmonious relations with others and their feeling of security and satisfaction help better adjustment. Sociometric devices can assist teachers in identifying the existing psychological affinities. In one of the classical studies Mr. Hartshorne and May developed and used a technique similar to sociometry. These tests consist of a series of snapshot descriptions of students. Like a sociogram the "Guesswho" device can provide significant clues for further study of individuals. The techniques of sociogram consist of the following. As a sociogram is a map or chart of the inter-relationship among the individuals within a group it portrays the role of each person within that group. The nature of the sociogram will become apparent through the map. The first task in making a sociogram is to devise a question designed to elicit from each member of the group an expression of his true feeling regarding the other members. Hence the question should deal with a situation which has meaning to every group member. The question may be represented to the group in an informal and natural manner. In collecting the names and choices appearing on cards filled in by the students, teachers or counsellor may preferably employ a method as follows:—

1. He may arrange the last name of the student in alphabetical order.
2. List this name in the column on the left, and in the row across the top.
3. Enter the choices in the chart and summarise the data portrayed in the filled-in forms.
4. Plot the sociogram after the first choices have been entered on it. The second and third choices may be recorded.
5. Then interpret the sociogram. A sociogram should serve as a mirror. There are many methods of weighting choices but much depends upon the validity and reliability of the sociogram.

In a school the most outstanding problem is retardation among children and guidance has to take into account the acuteness of the problem. The question of backwardness presents a serious challenge to the guidance experts and they must try to tackle it effectively. In order that guidance may be really fruitful, it should start quite early in the individual's life. Thus counselling is required at every stage.

1. *Counselling at the elementary school level:*

Counselling may be done by the regular class-room teacher or by any expert. This is a technical job and so a counsellor should make an intensive study of the children's problems. He is to gather information about the pupils in co-operation with the home and other agencies like teachers, guardians, psychologists etc. He should also remember that children are restless and their interests may be changing. It is therefore essential to draw their love and affection and the counsellor must let no opportunity slip by to come into closer contact with the pupils if he is to understand them and their problems.

2. *Counselling in the Secondary Schools:*

In a secondary school counselling should be more thorough because of the need for vocational guidance at this stage. Regular class-room teachers should realise the importance of guidance to their pupils. At this stage students will have to get themselves prepared for a complete living. They will have to know themselves and the outside world for successful adjustment. Many adolescents face a number of problems on the secondary school level and some of them are very complicated. They require constant guidance and sympathetic treatment. The counsellor should therefore be alert to these situations. There are some typical problems in the field of secondary education such as delinquency, mental retardation, and personality disorders. A comprehensive guidance programme must include these problems along with others. The functions of the counsellor at this stage will of course be quite varied. He should not confine his activities within the four walls of the school but he should extend them outside school in the community and wider society.

3. *Counselling the new students on entrance into the school:*

Often a student enters into a school on transfer from a different institutions. This is a typical problem with the counsellor as he has very little information about the student on transfer. The important thing is to explore the possibilities for getting as much information as possible and that as expeditiously. A satisfactory adjustment is sometimes absent in many cases and the counsellor should be ready to help a lot in this direction. This is not always easy to do as the counsellor has to discover the interests, hobbies and skills, abilities and aptitudes before he could expect to give an effective final direction.

4. *Counselling entrance into vocation:*

In a country like ours many students are compelled to withdraw from schools because of economic reasons. After sometime a student has got to know his own mind and abilities on the one hand and occupational opportunities on the other. The practice of providing vocational training during schooling depends upon the time available for the students. The task of the counsellor at this stage will be mainly to act as a co-ordinating officer with respect to employment avenues and needs of the country. The Counsellor should also have an idea of the techniques of job analysis and the demands of time and society.

5. *Group guidance and the technique:*

In various academic and vocational fields group guidance has been welcomed with a lot of interest. There are various ways of group guidance and some have suggested that in a group guidance programme common learnings in classes are very effective. These may be effected

through extra class groups, school clubs and hobby centres and home. Traditionally the purpose is to serve the community. From a group guidance standpoint discussion in homerooms on topics having guidance value is an excellent approach. This should be through orientation programmes directed toward the development of student-interests. As mentioned before group guidance is a highly important task because of its utility in various respects.

6. *Helping through vocational guidance:*

Vocational guidance should not be regarded as a separate entity. It may be defined as that process which helps the individual student appraise his potentialities particularly with reference to the vocation he or she may have in view for his or her future career.

7. *The importance of vocational guidance:*

The structure of society is daily growing more complex. Vocational guidance is concerned with the maximum utilisation of human resources. Society of course derives benefit from a correct placement of the individual but it also helps the person to get maximum satisfaction. The aim of any vocational programme should therefore be the preparation of boys and girls for successful adjustment to the world of work. Many schools have started vocational guidance centres but very few of them are well equipped. Wright has suggested that such courses or unit of work in a vocation are usually organised around the following problems.

(1) Self analysis. (2) Survey of occupational life. (3) Analysis of occupations. (4) Making rational choices. (5) Getting necessary training.

Students studying individual differences with special reference to occupational variations should try to be more comprehensive in their approach.

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"The kind of evaluation that matters in the long run is what the learner thinks of his own performances, what someone else thinks is of passing moment, but what the learner himself thinks is built into experience and becomes literally a part of himself."

(The Workshop Way of Learning by Earle C Kelly)

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Book Review

THE WORKSHOP WAY OF LEARNING

By Earl C. Kelly, Harper Brothers, New York.

This slim volume is expected to be of a great deal of help to organisers of and participants in the "Workshops" which have recently become so current in our field of teacher-education. Illustrating the practical implications of the fundamental principles of democratic education, it can also help teachers in their day to day class-room approach.

This book embodies the experiences of teacher-educators working over a period of ten years with the Wayne University Education Workshop. They took up the form of workshop learning with a desire to find the proper "environment which enables children and adults to learn" and "found that through it and similar experiences these goals can be achieved."

The guiding principles of the workshop organised with the "purpose of achieving good educative experience so that they would teach better" operates from 4-30 p.m. to 9 p.m. on Thursdays throughout the academic year.

The guiding principles are the creation of proper attitudes and better human relations, recognition of the worth and usefulness of each human being, acceptance of the idea that "learning leads to more learning and the human organism is infinitely curious", that the most crucial learning "has to do with the individual's current problems" and that "Co-operation as a technique and as a way of life is superior to competition." The purposes following are as given below:—

- (1) To put teachers in situations that will break down the barriers between them so that they can co-operate more readily.
- (2) To give teachers opportunity for personal growth through accepting and working toward a goal held in common with others.
- (3) To give them an opportunity to work on problems that are of direct, current concern to them.
- (4) To place them in a position of responsibility for their own learning.
- (5) To give them experience in co-operative undertaking.
- (6) To enable them to learn techniques and methods which they can use in their own class-rooms.
- (7) To give them an opportunity to produce, in collaboration with others, materials that will be useful in this learning.
- (8) To enable them to evaluate their own efforts.
- (9) To improve their morale.

The time in the workshop is spent in general meetings, group meetings and coffee and dinner taken together. The general meetings give the workshop an entity, acquaint the members with each other and develop feeling for the over all enterprise. The small groups are needed for detailed work, for achieving specific ends which cannot be effected in the large group. These are "interest" groups made up of people who want to work on similar problems and the time allotted to them is more than is given for general meetings.

It is not easy for the teachers to come to the workshop for— "They arrived at their schools at 8 or 8-30 in the morning. They have met their children sometimes in great members of rapid relays. They have done their hall duty and lunch room duty. They have been working with all sorts of children from the kindergarten to the twelfth grade. Some of them have travelled an hour to get here. Some of them are past middle age..."

This might be a true-to-life picture of teachers anywhere in India also, but there is one difference. Teachers attending these workshops get "credits" for higher studies which our teachers who attend workshop do not get. On the other hand, however, the Wayne University team have found that the teachers who do not work for credits are generally more enthusiastic and sincere workers than who do.

On the first day they arrive from 4-15 P.M. and have coffee and cookies to relax and warm themselves up. They sing together a few songs—old favourites that everyone knows. This is for a good beginning by breaking down barriers. The programme of working starts in the short talk by a staff member. The teachers then write their autobiographies and fill up data cards.

The first step towards grouping is the formulation of problem—finding groups. These are random groups with a convenor and a recorder for each. Problems are formulated and entered into separate cards and placed in a general session for classification. Interest groups are formed in this general meeting.

A good interest group is made of 8 to 12 people who want to work on the same general problems. Opportunity is offered to each individual to make his unique contribution to the good of the whole and to assume responsibility for it. Convenorship and recordership are often taken in turns.

The problem-solving process starts in each group by "figuring out" what it wants to do,—the specific goal and plan of the group is arrived at through consensus. If the plan does not go well in action it has to be revised. Mistakes in planning are not waste because the greatest amount of learning occurs in this contriving. There is also a great deal of confusion in the group process but that is taken as a symptom of "real learning with genuine contriving going on". The "principle of mental hygiene involved" is that the individual must have "a worthy task, a plan and freedom".

The use of resource persons has to be adjusted to this idea of freedom. Hence, for the staff, "helping the group to grow in its own independence and keeping the final responsibility for progress squarely on the members of the group is a skill which is difficult to learn." They may be inclined

to say too much " and the group too willing for the staff "to take over" on account of their "long history of listening, assuming a passive role."

An openshelf library is operated by the participants themselves. They are encouraged to read cogently and specifically rather than variously.

When outside persons are called as experts they are individuals in the information needed by the working groups and not just important people coming in course of routine. The use of audiovisual materials and field trips is also guided by the same principles.

There is a planning committee consisting of one member from each interest group chosen by the group. It is difficult for them to find time for meetings, but they do, manage to meet and plan.

Writing, like reading is also specific and limited to the needs of problem-stating, reporting, evaluating etc.

The secret of a successful workshop lies in breaking down the barriers between learners because—"Education is primarily a matter of communication. Language is our main tool of communication, but it is limited." Communication has to be two-way, a give and take of ideas, but this problem "is further complicated by the fact that we all carry barriers around with us which must be pierced before new ideas can penetrate to the inner functioning self." Hence social activities like recreational sessions, community singing and coffee and dinners together. Sometimes the workshoppers end the semester by spending a week-end at a camp site. It should be noted, in this connection that all this is paid for by the teachers themselves and the responsibility of preparing and serving coffee and cookies is often voluntarily theirs.

Evaluation is a constant companion of these activities. Ways of evaluating are different, just as working methods are, from the orthodox teacher-training courses. What is measured is professional growth which is subjective rather than objective. It is expected that—"one of the great fields in education in the next decade will be the development of evaluative techniques that will measure progress in growth and will bring about subjective rather than objective evaluation." The position as it is, however, is that "there are tons of test materials for measuring subject matter but virtually none for measuring the progress of growth, almost none for use in subjective evaluation."

New techniques in education "cause the learner to ask himself how he is doing" which is the most important point in evaluation. Blanks are supplied at an early stage to the learners to help them in self-evaluation. Following are some sample questions :—

"What is my attitude towards the workshop at this stage?"

"Do I understand what is being attempted?"

"To what extent have I found it possible to operate in this manner?"

"If the workshop is not succeeding, to what extent is it my fault?"

"How can I overcome the deficiencies I feel I have?"

"What blocks to progress are outside my control?"

Cards are again given when the shop is three-fourths over.

There are evaluative sessions in the small groups when they find out how they are doing and what they need for better success on which there are written reports.

Then one-fourth of the general sessions are evaluative in nature. The students discuss their own feelings about the workshop and report the progress of their own groups. Sometimes evaluation sheets are given to all members asking questions about the whole enterprise. Random groups are again formed to discuss what the semester had meant to them.

The staff have to do their own evaluation of the outcomes of the workshop which lie in "the differences to be observed in people as they go about their teaching and learning.

Great emphasis is put on change in attitude because the old adage that "Knowledge is power" becomes true only when proper attitudes "release the energy needed to translate knowledge into power."

Changes in teaching methods are also observed as signs of personal growth. Changes in human relations in school, forming of friendships and reducing of prejudices are expected and observed. Then there are new skills in using resource staff, books and other materials.

It is not, however, that the workshop technique has reached perfection. This is as it should be, because "the end of problems" would be "the end of creativity". The Wayne University workshop, therefore, continue in its experimental nature.

Techniques of a short workshop which should include the salient characters of the long one are detailed towards the end and the last chapter is a very interesting conclusion in the form of a conversation between four people familiar with the Wayne University Education Workshop and with similar techniques at other places.

KALYANI KARLEKAR.

TEACHING THE SOCIAL STUDIES IN SECONDARY SCHOOLS

By BINNING, A. C. AND BINNING, D. H., MCGRAW—HILL BOOK CO., 1952.

The reader will find the section on the Aims and Objectives helpful in realising anew the contribution of the Social Studies to the field of education. The entire book deals basically with the various methods found successful in the teaching of the social studies, beginning with the Lectures and Text-book methods, the Project and Problem methods Supervised Study, the Socialized Recitation, the Laboratory Method and the Unit procedure.

All teachers will find the chapter on Teacher Planning helpful. An interesting class-room rating sheet for social-studies teachers is given and its use would prove revealing I am sure to a teacher of the Social Studies. Written Work and Outside Reading which are often problems in this area, are dealt with in a very useful manner.

The book also contained the usual topics found in methods books, such as Visual Aids to Teaching and Measurement. The subject of Social Activities has some new suggestions on the use of Dramatization of Poetry and Music, Debate, the Field Trip, the Bulletin Board, the Radio and Recordings. Because the teacher of the Social Studies has a special responsibility to develop social and civic consciousness for good citizenship, the section of this book dealing with "Education for Citizenship" will prove very helpful. Each chapter closes with a pertinent summary, as well as set of thought-provoking questions. I would also recommend this book for a source book for discussion groups and teachers' meetings.

MARIE F. BALE,

*(Reprinted from the Bulletin of the Extension Services Department of the
Isabella Thoburn College, Lucknow.)*

UNESCO SOURCE BOOK FOR SCIENCE TEACHING.

A science teacher has a tendency to complain about the lack of equipment and funds. He finds it extremely difficult to give individual experiences to his pupils and arrange various activities to illustrate some principle in General Science. The lessons become dull and pupils sit and listen instead of doing and finding out for themselves.

This book will lead him out of his difficulties. It is a book which can be used in teacher-training institutions, as a source book for science teachers, as a basis for workshop study conferences in science teaching, for assembling a loan library of simple science teaching kits, as a source book for science club activities and to provide a model pattern of science materials and activities.

In using this book various tools and materials will be required. A list of this is included as well as where the materials can be found, in the home, the automobile repair shop, the toy market and various other places have been noted.

In chapter I are some suggestions for teaching General Science so that the teacher knows the objectives for teaching science. Chapter II gives instructions for making pieces of equipment such as tripods, spirit lamps and spring balances. The pupils can bring the materials required such as tin cans and empty ink bottles.

Chapter III deals with plant study and will provide opportunities for the pupil to work with plants instead of only hearing and reading about them. Making smoke prints of leaves and leaf silhouettes, growing leaves and planting bacteria gardens in the class-room are some of the included items.

Chapter IV which deals with animal study gives instructions for making a wormery, an aquarium and an incubator for chicken eggs.

Experiments and materials for the study of rocks, soils and Astronomy have also been included in this book. Separate chapters have dealt with the study of Air and the study of water providing many experiences for the pupil for a better understanding of the unit. Instructions have

been given of making school weather stations. With the help of this book pupils can find out what makes work hard and how man uses machines to make work easier. The study of sound has been included in the syllabus for General Science. Many ideas can be obtained from this book. The various types of energy, heat, magnetism, electricity, light have been treated in separate chapters. If the teacher allows his pupils to carry out these activities he will be helping them in gaining a better concept of the principles he is teaching.

The book can be had on loan from the Extension Services Library, Hastings House. The teacher who goes through this book will immediately want to order one for his school.

Realising the usefulness of this book the All-India Council for Secondary Education has secured from UNESCO a discount of 33% for science teachers in India. It can be purchased from 'Oxford Book and Stationery Company' Scindia House, New Delhi at a cost of Rs. 8 for a cloth bound volume (plus Rs. 1.35 for registered book post) and Rs. 6.67 for a paper-bound volume (plus Re. 1.29 for registered book post). The paper-bound volume can be taken to pieces for easier use by the pupils.

ROMA GUPTA,
Sakhawat Memorial Girls' High School.



HOW A SUBMARINE IS RAISED AND LOWERED

Place a few pieces of rocks or iron in the bottom of a small wide-mouthed bottle and pour a little melted parafin on them to fasten them down so that the bottle will float in an upright position. Insert a two-hole stopper. In one hole place a U-shaped length of glass tubing which extends to the bottom of the bottle. In the other hole put a short length of glass tube and a rubber tube. Set the bottle in a large vessel of water. Withdraw some air by sucking on the rubber tube and water will siphon into the bottle until the bottle sinks. The bottle may be made to rise by blowing out part of the water.

Unesco Source Book for Science Teaching

A PROGRESS REPORT

Our readers may remember the short note on 'Experimental Projects' in the fourth number of the second volume of Teachers' Quarterly.

Since then our hopes of financial aid from the All-India Council for Secondary Education have not been fulfilled and we have had to redraft our scheme and try again. On the other hand, our prospects do not seem to be so gloomy when we look at the work we have started to do in four schools in South Calcutta, viz. :

1. The Chittaranjan Girls' School, Kasba.
2. The Calcutta Girls' Academy, Ballygunje.
3. The Muralidhar Girls' School, Ballugunje, and
4. The Chetla Girls High School.

Unfortunately certain circumstances made it impossible for the fifth school to start on the work.

The experiment was begun in one section each of class VI of the participating schools. The heads of those institutions adjusted their time tables to allot two unspecified double periods per week in place of two single periods each for history and geography. As the syllabus for geography for class VI consists of studies of Asia and Africa, Bengal was made the starting point of the project.

The whole study was divided into six major units viz., (1) food, (2) clothing, (3) shelter, (4) other necessities of life, (5) transport, trade and commerce and (6) people, birds and animals. The teacher-in-charge of the project divided her class into six groups to work on those six units.

The groups were formed mainly on the basis of interest, but care was taken that each group should have its quota of talents, i.e., each group should have at least one pupil who is good at studies, one with good handwriting, one good in handwork, one good artist, one good personality and one good speaker. The standard of 'good' was fixed on the basis of the material available in each case. In a class of forty (minimum) each group had six or seven members.

Groups having been formed, each selected its chairman, recorder and secretary. The best personality in the group, almost invariably, became the chairman and the best student became the recorder. A novel method, however, was used for the selection of the secretary who was to be the keeper of the information and materials collected and prepared by the members. The teacher first asked for the girl who was 'worst of all' in studies. There was surprise at this requisition, some giggles at the beginning but ultimately the girl of no talents volunteered shamefacedly. This girl was chosen as the secretary in the hope of drawing her out and finding some effective educational experience for those who were not needed for any post for lack of special qualities. It was hoped

that such a girl in each group would learn by handling reports, materials etc. continuously. We noted with pleasure that, except for a very few lapses these selections were carried out reasonably and without quarrelling.

Then, the first difficulty, in initiating group work was that the limited space available in classrooms and the unsuitable furniture made things hard for this type of activities. Nothing daunted, the teachers found their own methods to suit their own circumstances. In most of the schools some of the groups were seated on the floor to make the best use of the available accommodation and furniture. In some cases the class had to overflow into the narrow verandas. Those who remained on the benches turned round to form circles.

In starting these innovations we were afraid that the discipline of the class would suffer and had anticipated the letting loose of a pandemonium which would bring down the wrath of the whole school upon the scheme. Our fears, however, proved to be baseless because, except for a few outbursts these girls were remarkably well-behaved the chairmen managing their groups probably better than the teacher used to do. Or, I should rather say that the girls were so interested to work in the new set up that they needed very little management. They actually worked more quietly than we have seen teachers to do in some workshops.

Another fear that we had was that the girls would shirk work. That fear also proved to be groundless because the girls did take the new approach in its stride producing large amounts of work in quite a short time. One of them boasted to me that she had learnt up quite a lot of things from 'a text book for class X'.

As a matter of fact the teacher of one of these classes felt that her occupation was gone after the first two days of working the scheme because the pupils were not only teaching themselves but also managing the class. 'What shall I do now?' she kept asking forlornly. To me this looked like the first step towards teacher-pupil co-operation from didactic teaching by the teacher.

The girls seemed to take their work far more seriously than before. In one of the schools two groups in the class were found to be behindhand with their work on the day before that of reporting.

The teacher pointed out mildly that some girls had a greater sense of responsibility than others and she was surprised to find, all the reports complete on the next day. The Durwan complained to the headmistress that these girls had come to school an hour earlier than the opening time and dragged him out of his room to have the school opened so that they could finish their work in time. The teacher confessed that she had not seen such a will to work in the class before.

It is not, however, that the picture was completely rosy. We had various problems—the problem of the dominating girl who would monopolise the limelight, the problem of the inveterate pedagogur. The headache of one of these teachers was 'when and how am going to teach them?'

We tried certain devices to control these difficulties. So far as the shirkers were concerned we tried to find a way out by asking the secretary of each group to keep a record of the specific

contribution of each member to the general work of the group. They were told that special credit would be given for the degree of co-operation achieved within each group. There was not enough time to evaluate the effectivity of this method before the summer holidays. The busybodies of the groups we felt, can be controlled only by developing the general level of activity of all the girls.

The problem of the teacher who is very keen on didactic teaching will depend on the complete reorientation of her outlook which may be a slow process.

We had barely one and a half months to work in and, in this short time, it was possible to take only a few steps. Immediately after the formation of the groups each group was handed a questionnaire on the problems they were expected to work upon. These served as working papers, the girls in different schools dealt with these in different ways but the general procedure was to look up information on the topics, collect or draw pictures, maps etc. and then to prepare and present illustrated reports. Each group collectively produced one report and presented this to the class in general who would then debate this report and comment upon the quality of work done.

In one school the reports were written on laboratory work books with pictures and specimens stuck on the blank pages. In another school the reports and pictures were drawn up in form of wall charts. The third drew its reports almost wholly through maps and the fourth had written report and pictures separately.

The finished products were not (except perhaps, in one case) of as high a standard as closer supervision could have made them, but we felt that our primary aim was improvement of the process rather than the product of learning. An unexpected achievement however was the improvement of Bengali spelling. We do not know the cause of it as yet but will try to find out in the next term.

The procedure followed in the work can be summarised as follows :—

UNIT :—Bengal.

GROUPS :—Food, clothing, shelter, other necessities, transport, trade and commerce and people and animals.

STEP I :—General Class: Introduction and formation of groups.

STEP II :—Group work: Distribution of questionnaires, collection and collation of materials, preparation of charts, maps, models etc. and writing of reports.

STEP III :—General Class: Presentation of reports by the groups along with pictures, maps, charts, models etc. as the case may be.

The above three steps have been covered in the first term of the session 1958-59, i.e., in the period from the middle of April to the middle of May, and the following steps are to follow :—

STEP IV :—Home study for the holidays—individual work. Each girl has chosen a sub-topic from the topic of her own group and is expected to study it during the holidays and collect or prepare visual materials related to it.

STEP V :—On the opening of the school each of the girls will be required to prepare and present a report on the work she has done in the holidays.

STEP VI :—All the work done upto now will be pooled together to constitute a library and each girl will study these to make her learning complete.

STEP VII:—An objective test on the whole unit will be administered to assess the extent of information absorbed.

Other units will then be taken up and treated in the same way as above and psychological tests will be administered at the end of the year.

In concluding this report I should like to stress the fact that this is only the beginning of an experiment and, while not discounting certain indications noted above, we are not yet in a position to be able to say that we have found or proved anything. Time will only show whether our procedures are leading us towards our stated objectives.



Do you know the professional ethics of teachers ?

1. The teacher should give full loyalty to the administration and to fellow teachers and wherever it is possible for him to give assistance he should do so freely.
2. The policies of the school should be defended when necessary.
3. The teacher should expect sympathetic, constructive supervision from his superiors, and the superior should consider it an obligation of his office to assist the teacher in every possible way to become a better teacher.
4. Teachers should not gossip about fellow teachers or criticize them unfairly to other teachers to students or to outsiders. Particularly, it is a breach of fair play to criticise one's predecessor.
5. Teachers should sedulously refrain from talking disparagingly about one student to another.

(Collected by Roma Gupta)



Summer Camp on Social Studies

Our Summer Camp for the training of teachers started on the 26th May, 1958 with forty-six trainees of whom eighteen came from outside Calcutta and were provided with board and lodging at the College hostel. Of these forty-six school-teachers, twenty seven worked in the group for Social Studies. Their names have been printed at the end of the journal. The other two subjects taken up were Arts and Crafts and General Science. The Reports for these will be published as soon as they are received by us.

The School Studies Group worked under the general supervision of the Co-ordinator with Sri K. P. Chowdhury, Director of the Bureau of Educational and Psychological Research and Sri N. L. Basak, Lecturer, David Hare Training College as consultants. The "Camp" closed on the 11th June, 1958.

On the opening day, after a general meeting of all the trainees at 11 A.M. the Social Studies Group met for an hour to divide themselves in small groups for statement of problems and interests. These randomly formed groups prepared statements of interests and problems which were considered, after lunch, by the groups as a whole and collated and classified under broad heads. The group, then, divided themselves into small groups on the basis of interest. The following four groups were formed in the first instance, viz.:

- (a) Aims and objects of teaching Social Studies.
- (b) Two groups on the methods of teaching Social Studies.
- (c) The contents of Social Studies.

It was found that the interest of the teachers lay overwhelmingly in 'Methods'.

The time at the disposal of the participants was mainly devoted to group work and reading. Books were taken out of the library of the Department and studied by the groups for solution of their problems and preparation of their reports. Mr. Basak and Mrs. Karlekar supervised group work. There were some lectures on Methods by Sri Basak and some on curriculum by Mrs. Karlekar. Sri K. P. Chowdhury took the group twice for work on 'evaluation'.

Most of the afternoons were devoted to film shows kindly contributed by the British and United States Information Services and the Social Education Department of the Government of West Bengal. A list of films shown is being printed at the end of the journal. These shows were generally meant for supplementing the knowledge of the contents of Social Studies of the participants and were also utilised for discussions on their use in schools as Audio-Visual materials in the teaching of the subject. The relationship of Science, to modern society being intimate, the teachers of Social Studies were requested to attend film shows for the Science Workshop Group also.

The 'Objectives' group submitted their report first and, immediately afterwards, went forward to consider problems of evaluation. The next to report were the two 'methods' groups who then

went over to work on audio-visual aids for their second assignment. The "contents" group worked on the the syllabuses for History and Geography of the Board of Secondary Education of West Bengal for classes VI, VII and VIII and recast them as a single curriculum of Social Studies. The syllabuses for classes IX and X in the light of the background provided by the studies in the junior secondary classes.

The group met teachers from four schools which have undertaken experimental projects on Social Studies on the 31st May and learnt from them their experiences with the application of the workshop method. They were also shown materials and reports prepared by the schoolgirls.

In spite of all this reporting and studying the participants from time to time to write and enact a small skit. 'In the Snare of Correlation' at the Closing Social of the camp held on the 11th June, 1958 at 4 P.M. under the presidentship of Miss K. Gupta, A.D.P.I. (Planning) of the Department of Education, West Bengal.

The reports of these groups along with the earlier and still unpublished reports of the Autumn Workshop on Social Studies held under the guidance of Mr. Van-Order, will appear serially in Teachers' Quarterly. The first instalment, appearing in this issue is the report on "What is Social Studies", prepared by participants in the earlier camp.

"Time is never wasted when the human organism is contriving, for contriving is essential for growth. Most of the time that is wasted in education is wasted when the individual proceeds on the dictum of someone else to something that is devoid of meaning to him. By doing this it is possible to get into socalled 'production' sooner and to turn out more volume of produce but we mistake the shadows for the substance if we judge growth on the basis of volume of material produced."

(The Workshop Way of Learning by Early C. Kelley)

REPORT OF THE SCIENCE GROUP OF THE REFRESHER COURSE ORGANISED
BY THE EXTENSION SERVICES DEPARTMENT AT THE INSTITUTE OF
EDUCATION FOR WOMEN

FROM 26.2.58 TO 11.6.58

By SOBHANA DASGUPTA, M.Sc., B.T.

The Extension Services Department decided to have a Science section along with other groups during the Summer Session of the Refresher courses organised this year. This was a new experiment and we were not sure what response we would get.

The course started on the 26th of June, 1958, and we had seven teachers from different schools in and around Calcutta. We are glad to say that this small group was found to be eager sincere and enthusiastic. They cooperated with us wholeheartedly and did their best to make our joint effort a success.

It was our aim to find out within the limited time at our disposal what difficulties these teachers were actually facing in their day to day teaching work and, as far possible, to help them. We also enquired what portions of the Science Syllabus they would like to go over with us.

Two of these teachers had already had post graduate training and two were taking admission this year. But we found that most of them were not very familiar with the reformed syllabus and the reorganisation of Secondary Education that has been launched in India. This subject which we thought was very important for teachers, was discussed in detail, and we hope they have gone back to their respective schools with a clearer idea of the new educational system.

One of the general complaints was shortage of time for Science teaching. We thought Saturdays and extra school hours would be of some help. The teachers were asked to bring their difficulties to the notice of the heads of their institutions and have some modifications of the timetable introduced.

Mrs. Gupta of the Sakhawat Memorial Girls' High School was a great help throughout the period of training. She gave the girls an idea of her experiences of Schools in England on the very first day. With her help the girls studied the different Science Units of the Higher Secondary Syllabus and analysed them and selected practical work that could be done on each unit. Mrs. Gupta gave them an idea of making use of easily available local resources. Mrs. Gupta took the girls to Sakhawat School and showed them the laboratory where she herself has made some interesting apparatus. This will surely be an inspiration to the teachers. We are thankful for Mrs. Gupta's continuous and invaluable help through the 15 days.

Since many of the girls were eager to go over their knowledge of Biology we thought of having a series of lectures and practical work on this subject. Prof. J. N. Rudra, Head of the Department of Zoology, Presidency College, very kindly consented to come over for a few days and

gave us the benefit of his expert knowledge both of the subject itself as well as the syllabus and how it should be dealt with in schools. Being a member of the syllabus committee his advice and guidance was very valuable indeed and the girls gained a lot from his discussions and lectures during this period of training.

Some of the teachers wished to know how to advise students as regards choice of subjects in diversified schools. Prof. K. P. Chowdhury from the Bureau of Psychological Research gave us a very illuminating lecture on how to understand and guide children to take up the right course in life. The teachers thus came to understand the different aspects of the problem and will be able in future to get guidance themselves from the Bureau and Mr. Chowdhury.

One of the difficulties that these teachers faced in schools was lack of laboratory facilities. Many schools had hardly any apparatus to work with or proper space to store what little they had. To help them to solve this problem we thought it would be profitable if we could give them a little training in apparatus-making. Prof. K. L. Das of David Hare Training College kindly took the trouble to guide the girls in model making with plasticine and paper pulp. The students were very enthusiastic and with great care and patience they succeeded in producing models and rolling black boards, even in this very short time. We hope the practical knowledge and experience they gathered will be of assistance to them in their classroom teaching.

Another important part of the course was the film shows given by the U.S.I.S., B.I.S. and the West Bengal Social Education Department. Some of these films were very interesting indeed and the teachers realised how it was possible to make teaching lively and interesting by the use of such audiovisual aids. Discussions on the value of such aids were held and the students were asked to observe the films critically and think out how they could make the best use of such shows.

The students were taken to the Alipore Meteorological Office one day where they spent an instructive hour. The Science laboratory of the Institute was kept open during this training period and the students were asked to make use of all the apparatus freely, in order to refresh their memories as to their use. They took advantage of this opportunity to perform some experiments in Biological and Physical Sciences.

The last day of the session was enjoyed by everybody. Work was over and the student-teachers displayed all the handwork they had done and the entertainment and discussions were enjoyed by all.

Thus ended out 15 days' programme. Though we all felt that the time was too short for much ground to be covered, yet we shall be thankful if the little that could be done comes of any use to these teachers who were here with us. Let us hope we shall get a better response so far as number is concerned the next time such a course is organised by the Extension Services Department.

REPORT ON SHORT SUMMER TRAINING COURSE IN ART & CRAFTS FOR TEACHERS
HELD BY THE DEPARTMENT OF EXTENSION SERVICES, INSTITUTE OF EDUCATION
FOR WOMEN, IN MAY AND JUNE, 1958

By S. DAS

I appreciate gratefully the valuable help rendered by Mr. K. L. Das, Mrs. Sabitri Sarkar, and Miss Kalyani Chakravarty in formulating and conducting the course, with me.

The course commenced on the 26th of May with a preliminary meeting. We, with the suggestions about difficulties, that do arise, from the teachers under training, arrived at a programme of work to be done in the schedule time of fourteen days.

Keeping in view the following points—(1) that drawing is the foundation of all craft work; (2) that crafts, when taught to schoolgirls, would create an interest and imbue them with an aesthetic sense that would enable them in future life to make their surroundings artistic and pleasant; (3) that crafts from waste materials could enhance the beauty of their homes; and supply their children with toys costing very little; (4) that crafts would provide an occupation if and when required; — we chalked out a programme.

Altogether twenty seven lessons of two hours each, were arranged.

Of these, eight lessons were conducted by Mrs. Sabitri Sarkar, teaching drawing in primary schools, designing, drawing a vase, flower study, still lifes in fruits. These lectures were very useful and instructive, and a definite progress was achieved by the teachers under training, who submitted their individual drawing books for exhibition, on the final day.

Mr. K. L. Das in a remarkably short course of five lessons taught them a quick method of preparing papier mache, and then modelling it on containers, to form beautiful vases. Figures were then modelled with papier mache on the vases. When dried they were painted and varnished to give a finished effect.

Miss Kalyani Chakravarty gave four lessons in leather work. Due to the dearth of time and money, very small articles like purses and spectacle cases were only attempted.

Engraving and batik work were taught in designing these articles.

In addition Miss Chakravarty gave three lessons in pottery painting. Earthen plates were chosen to be painted in Indian style designs, and finished with varnish, to be used as wall plaques. The effect was very attractive indeed.

Lastly three lectures in clay modelling were taken up by me. Modelling clay was used. A demonstration was given of making a toy horse, which was then attempted by the teachers, and the results were quite encouraging. The horses, when dry, were painted in black, brown, grey and white, and finished with silk tails to match. They were later arranged to draw a decorated car (rath).

Some waste material toys were attempted in a very crowded programme, by me. Egg shell Japanese dolls, match box country boats, and book decorations, were successfully done.

On the final day, at a closing social all the craft work were laid out on large tables and attracted much admiration.

Last but not the least, was the remark of the teachers under training, that they felt sorry, that the course had ended and with it the happy and friendly atmosphere as well as the valuable training.



REVIEW OF WORK

Another quarter has passed by and Teachers' Quarterly appears again to carry its news. We are happy to announce, that contrary to our fears, we have received assurance of financial aid sufficient for the continuance of the journal up to June, 1961. This has been made possible by the continuation of the Extension Services till that date.

In view of this extension of our activities, we should like to receive suggestions regarding our future programme not only from the active participants but also from all who read the journal. We should, moreover, appeal to them to come closer to us, because though we are thankful for the kind response we have already received, we should like to cover a still larger field through our activities and have fresh ideas and personalities to present in our programmes.

The programme for the last quarter which included the big gap of the Summer Vacation was pleasantly full, though not over crowded.

Experimental Projects: This year, for the first time the school session started in the middle of April in Bengal and so did our experimental project on a fused curriculum of history and geography. The following schools are now working on it.

Chittaranjan Girls' School, Kasba.

Muralidhar Girls' School, Ballygunge.

Calcutta Girls' Academy.

Sakhawat Memorial Girls High School, Alipore and

Chetla Girls School, Chetla.

There was actually very little time for doing anything new and the Summer Holidays were upon us almost even before we had been able to realise what we were in for. The indications, however, were not unhopeful and a report of our experience appears elsewhere.

We are, on the other hand, not so happy about the fate of our Science Clubs which have started working in three schools, viz.:—

St. John's Diocesan Girls' School, Bhowanipore,

Muralidhar Girls' School, Ballygunge.

Sakhawat Memorial Girls' High School, Alipore

But they have not yet received any reply to their application for financial assistance.

The various teachers' associations, also had meagre activities mostly because of the large intervening gap of the Summer Holidays.

The Association of Teachers of English had only one meeting in the quarter. A farewell party was arranged on the 18th April for Mr. J. A. O'Brien, Regional Representative of the British Council in Calcutta who has been transferred to London as the Director of the centre there. Several of the teachers present spoke to express their sorrow at the imminent departure of one upon whom they had learnt to look as guide, philosopher and friend, assurance was given to him that the work of improving the standard of English, so near to his heart, would be continued vigorously by the Association. In replying Mr. O'Brien said how much he had cared for the Association and how much he admired the teachers who tried to give their best to their jobs against tremendous odds. He referred to the comparatively low standards of emoluments for teachers prevailing in almost all the countries of the world and said that this was probably due to the fact that our over commercialised society failed to understand the creation of persons who did not produce merchandise of immediate cash value. Mr. O'Brien was presented with two small pieces of exquisite ivory carving from Mushidabad in Bengal.

A news for teachers of history is that an association has been formed for them under the aegis of the Department of Extension Services of the David Hare Training College. Meetings are being held alternatively in North and South Calcutta but, unfortunately, very few women teachers have joined. Those interested may write to Teachers' Quarterly and their letters will be forwarded.

The Association of Head Mistresses had not held any meeting in the quarter and we have received no information of any being held by the Association of Teacher's of Social Studies.

Classes in Spoken English were held on every Tuesday up to the Summer Holidays. English songs were also taught to make the teachers confident and 'tongue-free'. We are however sorry to note that their numbers have dwindled steadily from sitting to sitting and must announce that we shall be compelled to abandon the course if the attendance does not improve immediately. No certificates will be issued in that case.

Reports of the 'workshops' on Social Studies, Art and Crafts and General Science held in the Summer Holidays have appeared elsewhere. Here, also, we should like to express our regret for the small number of teachers attending these courses. It was only for Social Studies that the number of participants was large enough to justify the trouble and expense for holding them. What is still more regrettable is that a very large number of teachers who had been selected for training failed to arrive and even to inform us in good time of their failure. We should like to appeal to their sense of responsibility and request them to apply when they are sure of joining the courses.

List of the Name of the Trainees in the Summer Course

(1) SOCIAL STUDIES

<i>Balika Vidyala O' Silpasram</i>	<i>Konnagar Girls' School</i>
Sujata Sarkar	Sabita Chatterjee
<i>Belgharia, Mahakali Vidyala</i>	<i>N. N. Sirkar Girls School</i>
Kanika Ghose	Prativa Bose
<i>Brajamohan Tewari Girls H. School</i>	Basana Chakravarti
Suchitra Paul	Gouri Mitra
Santi Pathak	<i>Naihati Girls School</i>
<i>Brahmo Balika Sikshalaya</i>	Bela Ghose
Susmita Sanyal	<i>Nawabgunje Balika Vidyalya</i>
<i>Chittaranjan Girls School</i>	Chhaya Biswas
Manisha Dasgupta	<i>Ramjoyseal Sishu Pathsala</i>
Pratima Sarkar	Bulu Guha
<i>Entally Hindu Balika Vidyalya</i>	<i>R. K. M. Nivedita Girls' School</i>
Jyotsna Bardhan	Br. Basana
Priti Chanda	Sneha Ganguli
<i>Guptipara High School, Hooghly</i>	Anita Debi
Smriti Paul	<i>S. S. Jalan Girls School</i>
<i>Kedarnath Institute for Girls</i>	Hiranmayee Chatetjee
Lila Dey	<i>Salkia Balika Vidyalya</i>
<i>K. K. Girls School, Barasat</i>	Basanti Bagchi
Sandhya Ghose Dastidar	<i>Sishu Vidyamandir Girls School</i>
Gita Neogi	Jharna Basu
Uma Dasgupta	

(2) GENERAL SCIENCE

<i>Barrackpore Girls School</i>	<i>N. N. Girls' School</i>
Basanti Sinha	Bijan Roy
Chinmayee Roy	<i>Narikeldanga Girls School</i>
<i>Bally Banga Sishu Balika Vidyalya</i>	Renukana Mitra
Geeta Kundu	<i>S. S. Jalan Girls School</i>
	Anima Deb

(3) ART & CRAFTS

Barrackpore Girls School

Ila Dasgupta

Suprava Majumdar

Chittaranjan Girls' School, Kasba

Amiya Ghose

Mamata Ghosal

Diamond Harbour Girls School

Rina Bose

Dakshineswar Girls School

Prova Banerjee

Gokhale Memorial Girls School

P. Nandy

Lake View Girls' School

Protima Roy

Mahakali Girls School, Belgharia

Sadhana Chatterjee

N. N. Sirkar Girls' School

Puspa Bose

R. S. Girls School, Tamluk

Chhabi Basu

S. S. Jalan Girls School

Sneha Chatterjee

Nirupama Bhattacharya

LIST OF WOMEN TEACHERSWHO ATTENDED SRI P. D. SHARMA'S COURSE
ON EVALUATION

February 12th to 17th, 1958

Ballygunge Siksa Sadan
Binapani Purdah High School

Calcutta Girls' Academy

Chittaranjan High School

Howrah Girls' High School

Kumudini Kanya Vidyamandir

Muralidhar Girls' High School

National High School
Sakhawat Memorial Girls' High School
St. John's Diocesan Girls' High School

— Devi Gidwani
 — Bina Kanungo
 Roma Das
 — Santana Nandy
 Chitra Hore
 — Monisha Das Gupta
 Anima Sarker
 Maya Roy
 — Gita Mitra
 Promila Das
 — Mira Sen
 Latika Goswami
 Manju Roy Chowdhury
 — Renu Sen
 Bijaya Gupta
 — P. S. Rajan
 — Bela Sanyal
 — Molina Mukherjee
 Manjulika Sarkar

LIST OF FILMS

SHOWN AT THE SUMMER VACATION TRAINING CAMP

A.

British Information Service

- Unit I. 1. Village in a Wheat field
 2. Sheep Dog
 3. An English Farm
 4. Farmer Charley

- Unit II. 1. Introducing East Africa
 2. Drums for a Holiday
 3. Tanganyika Today
 4. This is Nigeria

- Unit III. 1. The Big Four
 2. ABCD of Health
 3. Body Building Foods
 4. Energy Foods
 5. Protective Food

- Unit IV. 1. The Story of DDT
 2. Conquest of a Germ
 3. *Health of a Nation*
 4. Breath of Danger
 5. Protective Foods

Social Studies

General Science

B.

United States Information Service

- Unit I. 1. American Cowboy
 2. American Men, Women and the Community
 3. Johnny Jones, his home and his town
 4. Family of Man
 5. Man Learns to Farm

- Unit II. 1. The First Furrow
 2. Fishing for Food
 3. How to Grow more Paddy
 4. Planning for Plenty
 5. River Valley Projects

Social Studies

- Unit III. 1. Malaria Control
2. They Need Not Die
3. Eyes That Hear
4. Eyes and Their Care
- General Science
and
Social Studies

- Unit IV. 1. Elementary Electricity
2. Story of Light
3. Electron
4. Miracle of Rubber
- General Science

C.

Department of Social Education, Government of West Bengal

- Unit I. 1. The Malaya Peninsula—People and Products
2. Modern Hawai
3. Rural Life in Mexico
4. Kashmir
5. The Isle of Ceylon

- Unit II. 1. The Land of the Burma Road
2. Dwellers in Hot, Wet Countries
3. Dwellers in Hot Countries
4. Dwellers in Cold Countries
- Social Studies

- Unit III. 1. Maps Are Fun
2. Global Concepts in Maps
3. The Verdant Islands

- Unit IV. 1. Life of a Plant
2. Seed Dispersal by Animals
3. Seed Dispersal by Burial
4. Seed Dispersal by Exploding Fruit
5. Seed Dispersal by Air.
6. From Flower to Fruit
- General Science
-

List of Consultants at the Work Shops

(SUMMER CAMP)

SOCIAL STUDIES

- | | |
|---------------------------|--|
| 1. Prof. K. P. Chowdhury, | Director of the Bureau of Educational & Psychological Research, David Hare Training College. |
| 2. Prof. N. L. Basak | Lecturer, David Hare Training College. |
| 3. Mrs. Kalyani Karlekar | Co-Ordinator, Department of Extension Services. |

ELEMENTARY SCIENCE

- | | |
|-------------------------|---|
| 1. Mrs. Sovana Dasgupta | Lecturer, Institute of Education for Women. |
| 2. Prof. J. N. Rudra | Head of the Department of Zoology,
Presidency College. |
| 3. Mrs. Roma Gupta | Sakhawat Memorial Girls High School. |
| 4. Sri K. L. Das | David Hare Training College. |

ARTS & CRAFTS

- | | |
|-----------------------------|---|
| 1. Mrs. Sujata Das | |
| 2. Mrs. Sabitri Sarker | Scottish Church College, B.T. Department. |
| 3. Miss Kalyani Chakraborty | 'Urban Basic School, Hastings House |
| 4. Sri K. L. Das | Lecturer, David Hare Training College. |

FILM SHOWS

1. The British Information Service
2. The United States Information Service
3. Department of Social Education, Govt. of West Bengal.

Teachers' *Quarterly*

Foreword

The third issue of the third volume of *Teachers' Quarterly* is being brought out at the end of the third year of our Extension Services' Department, which is a transitional period for the department itself. Those who have been connected with us for any length of time, know that the Extension Services' Department of the Institute of Education for Women was started in October 1955, as an integral part of an All India scheme for the improvement of Secondary Education by helping the schools to improve themselves through the Training Colleges. It was felt, that the training of teachers alone could not upgrade and improve the schools; as the theoretical study of principles and methods of education in the training colleges was bound to be rather abstract and divorced from reality, in spite of demonstration lessons and practice teaching, which themselves are somewhat hide-bound and unrealistic. However excellent was a course of teachers training, it could never prepare a teacher fully for all contingencies in her teaching career. She was sure to come across difficulties for which the training colleges had given her no proper guidance or solution whatsoever and thus face failure and frustration. From a study of this very real problem arose the idea of starting extension departments in training colleges. Whose duty would be to visit schools to improve their actual teaching by advice, by expert help and counsel from the training college staff and other specialists, by loan of books and equipment, by the organisation of conferences, seminars, refresher courses and workshops, and—above all—by helping the teachers and headmistresses to organise themselves professionally for their own improvement. Such extension departments were sanctioned in twenty three training colleges in 1955-56 and, later, added to twenty one colleges more in 1957. In the state of West Bengal such extension departments were opened at the Institute of Education for Women, David Hare Training College and Visva Bharati in the first instance and, later, at the Hooghly Govt. Training College. In all training Colleges the scheme was sanctioned for three years only in the first instance and then extended for three more years, provided the department was able to justify its own existence. Our friends and well-wishers will be glad to know that the Extension Department of the Institute of Education for Women has been selected for extension and we shall be able to continue the activities of the department for three more years at least, after which the need for Extension Services and the success of our department to meet such needs will be re-assessed. Hence, in the middle of October 1958 we have passed through a period of transition from the first of our extension work to the second phase.

In one sense this second phase of extension work is not much different from the first phase as the needs of schools remain much the same, requiring the same types of services from us. But, in another sense, the second phase is, and ought to be, very much different from the first. In the first instance we started a new department in 1955 and had to feel our way about and learn by experience — by our successes as well as our comparative failures. Not only was the department new, but the whole conception of such a department of extension services was a novel one. We had no precedent to go by, no guide to advise us, but only some broad principles laid down by the principals of training colleges in the all India conference at Hyderabad in 1954 and the later and smaller conference at Srinagar of those training colleges only who were then about to start extension service departments in their colleges. Also we were, in one sense, new comers to the schools themselves. In the past there had been hardly any direct contact between school and training colleges.

But, in spite of all these difficulties the schools received us in friendliness rather than with suspicion. They came to our conferences and courses, used our books, equipments and other services, and as time went by, took more and more active part in the programme of the department. In this period of transition I take the opportunity to express my heartfelt thanks for the cooperation they have given us, in spite of many obstacles. But, even as I say this, I feel that this is hardly necessary today because as days, months and years have gradually gone by, teachers and heads of schools have "accepted" us more and more and identified themselves with us more and more. So that, formal thanks which was fully due to them and was necessary three years ago has become almost superfluous to day.

At the end of the first phase, which has gradually intermingled with the beginning of the second phase of our extension service work, I should like to mention with deep appreciation the initiative and enthusiasm shown by many schools and individual teachers in concrete programmes of work. I mentioned in the last issue the five schools who were experimenting with new and more psychological techniques of teaching and evaluation in their schools in same classes in same subjects.

I should also specially mention the interest in new type evaluation and maintenance of cumulative record cards in schools shown by teachers and headmistresses of both South and North Zones of Calcutta who have met and discussed the problem and will do so again with a programme for follow up work in November 1958. The South Group meets at the Institute of Education for Women as usual, but, the venue being too far from the North Group, they have started a centre of their own and hold their meetings at the Holy Child Institute. The Extension Department staff went and met them there. Later the North Group may meet in different schools by rotation.

The English Teachers and Social Studies Teachers Associations, including teachers from both boys' and girls' schools started under the joint auspices of the Extension Service Departments of the Institute of Education for Women and David Hare Training College have been doing excellent work. These joint programmes are most interesting, effective as well as more economic.

It is indeed a great pleasure to note that schools in mufasil areas nearby Calcutta are also trying to organize themselves for concrete educational programmes. One such centre has already

(Continued on Page 28)

The Impact of Industrialisation and Technology on our Culture-Patterns and the Education System

By PRINCIPAL J. LAHIRI, M.A., B.T., D.I.P. ED. (LOND.), TEACHERS' CERT. (CANTAB.),
W.B.S.E.S. (RTD.),
Lahiri College, Chirimiri, M.P.

INDIA AND THE WORLD

A great advance has undoubtedly been made in industrial development in India during the first five-year plan period. The pace of this advance is now being accelerated by the programme for rapid industrialisation of the country both in private and public sectors during the second plan stage. In spite of this improvement the backwardness and lopsidedness of Indian economy are still reflected in the unbalanced occupational structure, which will be clearly evident from the fact that as much as 68% are dependent on agriculture, 14% on industry, 8% on trade and transport and the remaining 10% on professions and services. In spite of agricultural preoccupation during the last five years self-sufficiency in food has not been attained nor in raw materials for industries while unemployment and under-employment still continue on a very large scale and constitute the gravest economic and social problems today. The output of old and newly started industries still continues to be poor. A nation at high income levels can afford to engage in educational, scientific and research activities which alone can add to production, as such activities are the foundation-head of technical advance. Where does India stand today economically when compared with the principal countries of the world? Here are some telling facts : (a) 67% of the world's income goes to high income countries comprising 18% of the world's population, such as, U.S.A., Canada and Western Europe; (b) 18% of the world's income goes to middle income groups consisting of 15% of the population in Argentina, Uruguay, South Africa, Russia and Eastern Europe and (c) only 15% of the world's income goes to lower income groups consisting of 67% of the population in Asia, Eastern Europe and Latin America.

THE IMPACT OF TECHNOLOGY AND INDUSTRIALISATION ON INDIA

Technology is the application to industry of the knowledge of things and processes of Nature. It is the science of the industrial arts. The practical applications of technology are regarded as more important as they affect the life of man—his cultural-pattern—his social and economic life—more than anything else, more so if it is an importation from a foreign system of culture. In England the coming of the steam-engine and the Industrial Revolution changed the very pattern of the socio-economic life of the people, sounded the death-knell of feudalism and forged an entirely new pattern of relationship between employers and the employed, altering man's view of himself in society and his sense of values. Similarly, as we find that with increasing industrialisation a virtual economic revolution swept across the world and created a new climate of thought and feeling in which our pre-war conceptions of "culture" and of "liberal education" were all changed. The pre-war antitheses or dualism between culture (so long the monopoly of "liberal" education)—

between knowledge and action — between pure and applied thought — is the legacy of the past tradition in education which makes us believe that culture and utility are necessarily hostile and that a subject is liberal because it is useful, and cultural because it is useless. Today the function of liberal education is to provide the means for the unfolding and development of the balanced personality of the child in its four-fold aspects — physical, social, moral or spiritual, aesthetic or intellectual, i.e., “the whole man” so as to live physically by the use and enjoyment of body — to live mentally or intellectually by deep thinking, to live socially in terms of relationship in the pattern of school life with the object of giving the child real social experience in the service of the community and to live in the spirit through moral and spiritual education. The time was when technical education was regarded as an inferior limb of the body educational — as the sort of place to which one sent a boy only when it had become evident that he was incapable of assimilating any of the more fashionable and traditional forms of education. That position has now completely changed.

THE SHAPE AND FORM OF HER FUTURE “CULTURE-PATTERN”

It is claimed by the Govt. of India that an appreciable improvement has been effected in the standard of living of the people after the lapse of the first 5-year plan period. How is this standard of living to be measured? By better health, better life, greater personal freedom, higher levels of educational and of cultural appreciation of the values of the new social order, more goods in the shops to enjoy the fruits of material advance. But what is our conception of better life? The question arises: is our future way of life to be modelled in the efficient, dynamic culture-pattern of the technological West, whose machineries are now operating our industries? Or shall it be leisurely, class-structured, traditional Indian society of bygone days? Will industrialisation in India shift the age-old emphasis from spiritual to material values of life, which seems to be inseparable from the adoption of methods of mass production through machinery, for machines will bring with them a set of moral and ethical commitments from which they originated in the Western countries from which they come? Surely India's genius for absorbing foreign elements without losing her individuality — her distinctive spiritual standpoint — and her rational temper will enable her to achieve a happy synthesis between material and spiritual agencies, as she has done so many times in her chequered history. While she will make profitable use of machinery she will not sacrifice her age-old spiritual values — her conception of “Sarvodaya Samaj” — the growth of human personality at the altar of industrialism.

Technology cannot be isolated from the general social life and make-up of people. No people can ever blot out of existence their cultural past, which has been built into their thought-structure and way of life for centuries, to form their inner personalities as well as their outer social practices nor is it at all advisable for an ancient people like us to do so. There is then the need for mutual adjustment of the culture-pattern of a people to technology which is sure to bring about a disintegrating effect on their system of culture unless the gap between man and the machine is bridged up. Without a rational synthesis of the resisting forces brought about by the impact of science and technology on the culture-pattern of the nation the machine will waste itself prematurely for lack of human cooperation and the result will be waste and frustration. As a result of this impact we must adapt our social institutions in such a way that there is no such waste and frustration. Our social structure with its feudal system of land ownership, rigid caste system, joint family system, our age-old system of farming etc. — all these are already going and about to go. There must also be a simultaneous adjustment of laws, institutions, social relations, Govt. policies and racial psychology

to go hand in hand with economic development. We must evolve a new philosophy of life which will subordinate material development to human values. We must discard some of our dead and outmoded applications and forms of so-called culture, which are incompatible with modern conditions, retaining at the same time the basic living spirit of the race. We must assimilate foreign influences into our culture-pattern, for assimilation, not grafting, is a vital function of a living organism, which though taking something from outside to enrich itself and to develop to its full stature according to the laws of its growth, rejects also many things—many foreign elements—which it cannot take into its system without serious injury to itself, i.e., India must take only the very best features of industrialisation rejecting its moral discord, confusion, its inhumanity, its tyranny and its soullessness. The reaffirmation of certain other ancient Indian ideals may also help in effecting a rational synthesis, e.g., according to the Indian conception work should contribute to the welfare of the "whole man" — to the integration of the personality of the worker — and production is not really meant for profit but for the use of society. Hence economists are to pay more attention to production for consumption rather than for marketing. This will be a more human economy appropriate to the era of social man which has taken the place of the era of economic man. Gandhian ideals of a socialistic state are bound to play a significant part in the development of Indian ideology in which every single individual has to acquire his place in the new society through his inalienable right to work and the right to decide about the values he creates. People should be made conscious of values other than material, of the possibility of their realization in a non-exploitative class-less co-operative society free from want and fear as Gandhiji conceived it. We must build up in every man and woman a solid core of spiritual life which will withstand the inroads of our mechanical world and industrialisation after the Western model.

THE IMPLICATIONS OF THE HUMANIST CONCEPT IN A WELFARE STATE

In the present context India needs to adopt a humanist concept based on rationality, tolerance, democratic recognition of the value and worth of the individual and an appreciation of divergent culture-patterns evolved by other nations through the ages as the only possible concept of a nation of her stature and importance in world-affairs. With this humanist concept as the bedrock of her polity and the whole world as her social milieu, she must embark on her new career of a "welfare State", for in the present set-up no democracy can continue to remain in its *laissez-faire* form for ever, as the alternatives are existence or total disappearance. It will be a welfare state which will leave political power with individual citizens but take economic power in its hands otherwise the common man will be at the mercy of the capitalist. A prominent feature of such conception of welfare state will be its planned economy through a series of 5-year plans for say 25 years, like U.S.S.R. or Japan, to provide the social services required for the welfare of the whole community. In such a planned economy our resources in mineral and material wealth, manpower and technical skill should be carefully husbanded and used to the maximum social advantage to avoid waste, extravagance and to increase productivity and equitable distribution.

THE IMPACT ON THE EDUCATION SYSTEM

A century ago the theory of English Education was the production of an elite. This is now discarded. The spread of technology has made newer demands on the traditional system of education than ever before. There can be few things more disastrous for individuals no less for the nation as a whole than that they should be educated for a way of life that does not exist for the majority of the community. Lack of an adequate educational structure is the greatest obstacle to economic

advancement. It is futile to attempt large-scale industrialisation unless provision is made to educate and train technicians who can operate and direct the new factories. "It has recently been stated by a well-known foreign technician that, owing to lack of technical skill in the South East Asian countries, 70% of the vehicles are dumped as scrap before half of their period of useful existence is over." Today the schools of all grades and stages occupy the dominant place in any programme for industrialisation as never before, for people are realising that the condition for the achievement for full social and economic independence is the mobilisation not only of natural but of human resources for which the schools should be used. There is then the need for establishing a proper balance between educational and occupational opportunity available to the nation's youth, for never before has there been a greater need for establishing a dynamic equilibrium between educational provision and the technical needs of the newly-started industries in the system of our secondary education than in the present age by diversification of courses. The final shape and form of the structural changes needed in our education system will have to be determined by years of experiment, for no foreign plant, grounded root and branch on an uncongenial soil, has any chance to thrive in this country, unless it takes kindly to the soil and unless it is designed after our inherited institutions. A standard educational practice successfully producing, in its own culture, desirable social goals may not work in another cultural setting.

Technological civilisation is synonymous with wide-spread use of machines, and mechanical, electrical and chemical processes requiring skilled workers, craftsmen, technicians, engineers, chemists, technologists, research-workers, accountants, economists, administrators, etc. Hence the need for providing diversified courses at the secondary stage and for starting higher Technical Colleges and Technical Universities. There is a growing demand for high grade technicians specialising in industrial techniques which call for Technical Colleges of University rank. Higher technological education should be carried on in Technical Universities to which the industries should look for the supply of highly trained technologists, researchers and potential leaders.

OBJECTIVES OF EDUCATIONAL PLANNING

Educational planning in the technical sphere must make adequate provision for satisfying from local talent the man-power needed for the new industries, upon which a nascent democracy like India must depend for serving its essential needs, social as well as economic. Those States which are at the moment running their big industries without foreign experts will suffer from a shortage of experts, technicians and leaders in various fields of activity. So their first objective must be not merely to train experts from their own people but to mobilise their latent reserves of brain-power in these sections of their population which have not hitherto had access to the higher ranges of education, for outside help from foreign experts can never be a permanent alternative to the utmost development of the resources of brain and character inherent in their own people, as was done in the case of Japan, Asia's first technological State, which was not slow to realise the fact that state-directed economic revolutions need almost total planning of her entire educational system.

THE NEW CONCEPT OF 'LIBERAL' EDUCATION

It is now difficult to see why a man should be said to have had a 'liberal' education if he knows something of the classics and humanities and very little about sciences, where he is reviled as a mere 'technologist' if he knows about science and engineering and very little about classics and humanities. No single discipline can be depended upon to impart by itself a truly liberal edu-

cation. Today the scientist and technologist readily appreciate the need for the cultivation of the humanities as necessary corrective to predominantly scientific education. But what is usually not so readily conceded by old-time University authorities with a classical background is that the humanities too need the corrective of a scientific outlook as surely as the sciences also need to be humanised.

There is need for establishing some coordination between industrial executives and University authorities for determining the types of experts or specialists in Social Sciences and Humanities, administrators, public relation officers, and industrial relation officers, social welfare workers, etc. required for the industries, for it is the primary responsibility of our Universities for supplying the nascent industries with trained and expert personnel of all types.

A GOOD START FOR EDUCATION :—

Security

Trainning of teachers

Amenities for teachers

Recognition of good work done by teachers

Trust in teachers

(Acknowledgment — PROF. D. S. VIRDI, M. A. Burzani City College, Nagpur)

MAINTENANCE OF FAMILY HISTORY IN M.P.

By SHAMSUDDIN, M.A., M.ED.,
Raipur, M.P.

In M.P. about 12% of the schools maintain Family History, but many of them do not possess a clear conception of it. In the personal interview with some of the Head Masters, it could be gathered that in their opinion the Admission Registers maintained in schools were enough to serve the purpose and there was no need to maintain an elaborate form relating to family history. This goes to show their complete ignorance about the purpose and usefulness of family history.

Out of these 12% only 25% could claim to have separate Family History Records; but those forms are very sketchy and so not deal elaborately with the family history of the children. One sample of them contains following items :

1. Name of the Student.
2. Father's name.
3. Caste or religion.
4. Date of birth.
5. Date of admission.
6. Class to which admitted.
7. Father's or Guardian's address.

This is all that passes on as Family History. This information does not lead anywhere. In fact all the items are included in Admission Register or Transfer Certificate Register and therefore to have a separate form of this type appears to be superfluous. It can be concluded that there is hardly a school which maintains this type of record in its elaborate form with a view to making use of it for proper appraisal of child's family and home background. This might be either due to lack of emphasis laid by the Department on this type of record, or there is no encouragement to the teacher so that he may endeavour to make use of it in the proper manner.

The following table reveals the percentage of persons who are kept in charge of Family History Records.

Serial No.	Designation	Percentage
1.	Heads of the Institutions	18%
2.	Class Teachers	40%
3.	Clerks	42%

The above table makes it obvious that out of the schools which maintain Family History Records, 42% of the schools entrust these records to the clerks for maintenance; other 40% of the schools entrust the records to the class teachers and the remaining 18% of schools keep the records

in the hands of the Head of the Institution. Thus there appears to be no uniformity in the matter of personnel maintaining the record.

Thirdly the method of maintaining this record is not sound. The record is completed with the help of the oral information imparted either by the guardian or the ward and nothing is taken in the shape of writing so as to make the record completely reliable. Needless to say that oral information can be unauthentic to a very great extent as the giver of the information does not commit himself in writing whereas the same can be authentic if it is received in writing.

Thus there is uniformity neither in the contents nor in methods of maintenance. Besides none in the school specifically holds himself responsible for maintaining this information and the work is equally done by the Head Master or Class Teacher or clerk depending on the convenience of the school.

As a matter of fact in the family history record there should be emphasis on such items like home circumstances, family discipline, number of brothers and sisters alive, order of birth of the child, the type of the family joint or single, family income and education of parents etc.

SOLUTION

Every individual bears an imprint of the environment in which he is brought up. Family which constitutes the earliest environment for every individual, is one of the most potent forces in moulding personality. It is more important because family is almost the exclusive environmental factor which influences first few formative years of life. Pestalozzi with a true insight, regards home as an indispensable factor and the mother as the source of all true education because during these earliest and impressionable years, the family is the child's social environment. During the first six years the child's proper place is at home. Here it gets freedom, spontaneity and affection. It is here he learns to speak, acquires a certain vocabulary and certain range of ideas. Here it forms its early habits. It is the foundation of child's virtues such as sympathy, affection, generosity, considerateness, justice, truth and industry. Psycho-analytic literature is full of cases wherein it was found necessary to go back to childhood circumstances in order to understand personality-problems of the adult. It is therefore necessary to know family background of a student before an attempt is made to understand him. To fulfil this need, family history record form has been prescribed which is given below :

FAMILY HISTORY RECORD FORM

Name of the pupil (in full)..... Sex.....
 Religion..... Mother Tongue.....
 Village or Tahsil.....Dist.....State.....Date of birth.....Year.....Month.....Day.....
 Place of birth.....

Perm. Address	1		Important miscellaneous information	
	Family Status		Yes	No
	Economic	A B C D E	1. Is the family orthodox ?	
	Social	A B C D E	2. Is it joint family ?	
	Cultural	A B C D E	3. Is the residence over-crowded ?	

Type of nourishment	Sibling	No. of elder alive	No. of younger alive	2 Order of birth of the child*	No. in school	No. employed
Good :— Moderate :— Low :— Unsatisfactory :—	Brother Sister					
Parent's name	Dead Alive step	Occupation	Education	Health	3 Emotional attitude towards child	Desire regarding the future career of the child
Father Mother 4 Guardian Relationship :						

N.B.—The items marked 1, 2, 3 and 4 should be filled in after consulting the instructions attached with this form.

The size of the form will be 8×11 inches — one of the standard sizes, and the paper will be of thin cardboard design. This design and size is essential because these will be permanent records and may be handled often. Therefore they should be safe from being torn. This form should be accompanied by :

- (i) A printed forwarding letter requesting the parent/guardian to render correct information.
- (ii) A printed sheet of instructions.

This form is to be given to each student after he is admitted for the first time in the school to get it filled by his parent or guardian. If a student changes his school, this form will have to be transferred to the new school with necessary remarks.

The Family History Record form contains certain items which have to be filled in after consulting the following instructions :—

INSTRUCTIONS

(1) FAMILY STATUS :—A general impression based on the evaluation of various aspects, has to be entered with reference to the scale given below :—

Upper A	Upper Middle B	Middle C	Lower Middle D	Lower E
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(2) ORDER OF BIRTH :—Order of birth of child in the family should be shown as follows. If the child is the eldest one out of five children, he should be marked 1/5. If a child is marked 6/7, this indicates that the child's position in the family is the sixth out of seven children.

(3) EMOTIONAL ATTITUDE :—Parental attitude towards children can vary right from pampering to positive neglect. Even in the same home, it is observed that all children are not liked alike. Some are more fondled, others less. Some are favoured by father, some by mother.

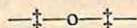
A list of common parental attitudes is supplied below, from which, area which is applicable to the particular case, is to be noted in the column headed, "Emotional Attitudes towards children".

- (i) Over protection.
- (ii) Total neglect.
- (iii) Pampering.

- (iv) Rejection.
- (v) Unnecessary appraisal.
- (vi) False notion.

For reasons of convenience the numbers against the items should be mentioned in the record form, e.g., if the child is over protected, mark (i) in the form.

(4) GUARDIAN :—In case the child lives with anyone other than his real parents, details of the person should be entered against guardian. Exact nature and relationship should be mentioned *in that same column* in the line with the word. 'Relationship'. In this case the column marked Dead/Alive/Alive Step has no meaning and should be left blank.



"The completely social nature of life has only recently begun to be understood. . . . If we think other people have value, are ends in themselves, we will take certain approaches to them. If we hold other people to be only means to our ends, we act otherwise. The whole essence of meaning of democracy as opposed to authoritarianism lies here. The attitudes of teachers toward other people are perhaps even more important and crucial than those of the ordinary citizen, as teachers are specifically engaged in building of people. People is their stock-in-trade, their reason to be, other people is precisely what the entire teaching profession is about."

—The Workshop Way of Learning by Earle C. Kelley.

LEARNING MATHEMATICS THROUGH IN-SIGHT

By LATIKA DAS GUPTA, M.A. (LONDON)

There is a permanent inherent conflict in the teaching of Mathematics between logical and psychological approach. Logical approach demands that the facts, principles and processes will be taught according to the demands made of the subject matter from a logical standpoint. The final form of a piece of Mathematics no doubt is an ordered form of structure. And therefore, naturally one can assume that the subject must be taught and learnt in a strictly logical order. But while laying stress on the subject matter, this assumption ignores the nature of the learner. What we call psychological is not illogical or unlogical, but it is according to the logic of young children. Particularly it does harm when we ignore the emotional response of the learner to Mathematics and to his teacher. The art of teaching suggests that the most important thing in successful teaching is the formation of a close personal relationship between pupil and teacher. This cannot take place in a situation where the teacher has to impose Mathematics from without. The teacher and the pupil have to take joint enterprise. The teacher has to study the attitude of the pupil to Mathematics, and to create interest in the child in the subject.

The attitude should be studied in the hope that the teacher will be able to bring confidence in the child and replace failure by success. The general attitude to Mathematics in many children is that of fear. It paralyses and hinders him in his work. He fails to achieve success, loses confidence and self-esteem and is afraid of the subject. To overcome his fear and failure we have to remember that nothing succeeds like success. That while teaching any subject we should keep in view the capacity, needs and interests of the pupils. We should accept the pupil as he is and adjust our curriculum and teaching accordingly. It is a wellknown principle of physical training that too severe exercises are not only useless, but often harmful to the beginners, similarly, simple mental exercises are much better adapted to the training of the mind of the young, than very hard ones. The characteristic of Mathematics is that it allows an almost perfect grading commencing with exceedingly simple work and leading the student by degrees to harder and harder problems. Awareness of success in solution of graded sums brings confidence in the child.

As regards interest, we have not only to arouse or create it but also to maintain it. In order to create interest in the pupil in his mathematics, the pupil must be involved personally, emotionally in the subject. The best way to do this is to pose a problem. The definition of problem as proposed by John Dewy is—"Every conscious situation involving reflection presents a distinction between certain given conditions and something to be done with them:—the possibility of a change. This contrast and connection of the given and the possible confers a certain problematic uncertain aspect upon those situations that evoke thought. The need of clearing up confusion, of straightening out of ambiguity, of overcoming an obstacle, of covering the gap between things as they are and as they may be when transformed, is in germ a problem." We can also quote the definition of a problem as given by a mathematician—"A problem is a difficulty appreciated by the pupil and awakening in him a desire for its solution." The problem should be a challenge but just difficult enough which the pupil can think out his way through. If questions like "What is wanted?", "What is given?", "How can I find it out," arise in the mind of the learner it is enough.

There are two ways of studying — one is memorising — reading over the text again and again until the words cling to the mind and one can readily repeat any part of the subject. In another case one will read little, but will try to associate the unknown with the known, will attempt to solve unaided all the problems. Such a judicious mode of studying is a far slower process than memorising, but it leads to lasting and full understanding and true knowledge of the subject.

So the teacher's work is to plan a situation which will lead to a problem. In course of finding out the solution of the problem the learner discovers techniques, processes and principles of Mathematics. This approach may be called Problem of Principle approach and to follow it requires especial skill on the part of the teacher — because it is much easier to proceed from principle to problem than from problem to principle. But experience shows that the latter approach followed by more satisfaction on the part of both pupil and teacher than the former.

Now the question is how to approach and how to carry on. In the published works of mathematics we see only the finished form — the final structure and we do not know how it came to be built up.

Here Gestalt views on Problem Solving can help us. The stress of Gestalt Psychology is on the perceptual factor in learning. This school regards perceptions not as haphazard aggregations but as whole of related parts. According to them learning means doing something new. This newness consists in a re-organisation of the situation so as to bridge the gap between the situation as it is and the goal. The gap is bridged by seeing the situation as a pattern including and leading to the goal. These Psychologists suggest that a problem should be viewed as a whole. When we desire to solve a problem certain tensions are set up. These tensions make us restructure the parts for finding out the deeper relationship. All on a sudden there is a "flash of insight" and we perceive the solution. So first we have to think of a problem, when the problem is there tension for getting at the solution will follow and then flash of insight.

The problem-solving method in learning mathematics has been described by an eminent educationist as follows :—"The essence of the method is to pose a suitable challenge to the children and to say in effect — "Look, this difficulty was overcome by ordinary human beings, using their native wit. You know some of the methods they used. There is nothing mysterious about elementary mathematics. Use your ingenuity, invent any method that seems likely; it can all be discovered using commonsense! Believe in your own powers, follow your hunches. But don't spend too long on it and do be prepared to try different methods. Be flexible, not rigid, there are usually lots of ways of seeing through a piece of mathematics."

Children should be encouraged not to rest until the flash of insight has been attained. For viewing the problem as a whole we can use sketches, models, diagrammatic representation for helping the child to attain insight the teacher may invent a simpler, more general or parallel problem. An answer may be assumed and can be worked back from it and so on. As soon as the genuine flash of insight is attained we hear them exclaiming "I understand!", "I have got it!", "I can see it!" and so on. All on a sudden there is a release from tension and exuberance of joy.

The proper learning of mathematics is a process of discovery, of creative thinking of significant achievement and of realisation of one's own powers. Problem demands thinking on the part of the learner. As Dewey says "The situation in which thinking occurs is a doubtful one and therefore thinking is a process of inquiring, of looking into things, of investigations, since it helps in establishing of connections between means and ends." The problem method is therefore characterised by self-effort, freedom spontaneity use of insight, joy and self-education. Children learn by discussion and working in group. The pupil's place is comparable to that of a researcher in Mathematics. We can quote T. P. Nunn's Phrase—"A lesson in Mathematics should be a voyage of discovery."

TEACHING OF SOCIAL STUDIES

THE PROBLEM OF METHOD

(Continued from Previous Issue)

By N. L. BASAK

Now that we have discussed in some detail the problem of determining an appropriate syllabus of Social Studies for the secondary schools, the question that next calls for consideration is the problem of Method.

Importance of Right Methods :—This problem of determining the right methods and procedures in teaching, and for the matter of that, in learning Social Studies, assumes great importance when we remember that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teacher. Perhaps in no other subject is the problem of methods beset with so many difficulties as in the teaching of Social Studies to adolescent boys and girls. These difficulties which at any time are inherent in the teaching of Social Studies to school children because of the nature of its contents and of the ambitious goals and objectives which it seeks to attain for them, are, at the present moment, all the greater in our country where the subject has been introduced only the other day. Because the subject is comparatively new there are naturally few experts in the field who can speak from personal experience about the efficacy of the different methods of teaching and their applicability to Social Studies. Moreover, methods of teaching to be really effective must be evolved out of their practical application in divergent situations, and that spread over a fairly long period of time. Remembering this limitation of ours so far the method of teaching Social Studies is concerned, it would be only proper for us if we approach this question of method in an exploratory, and perhaps in an experimental spirit, at least to begin with, for a few years to come. This exploratory attitude would only mean that we would be ready accept or discard methods of teaching according as they are found suitable or not in the light of experience gained. That is a perfectly scientific position to take up so far as this question of Method is concerned.

Practices in other Countries, specially the U.S.A. :—When our own fund of experience is so short, almost negligible, it is perhaps permissible to refer to the experience gained by people in countries like the U.S.A. and the U.K. where some sort of a programme of Social Studies has formed a part of the school curriculum for a fairly long period of time. In this respect, the U.S.A. is the country which has given the longest trial to Social Studies, though the subject still continues there on an experimental basis.

One very important fact established experimentally by the educationists of the U.S.A. is the supreme importance of Method in the learning process which in their view consists of a group of related experiences and activities, arranged on an individual as well as group basis, and specifically designed to produce certain changes in terms of knowledge, understandings, habits, attitudes and skills, in short, in the behaviours of the educands, and in bringing about these changes in behaviour, the American schools lay the greatest emphasis on three aspects of method, first giving scope for the creative expression of the child's individuality, second, producing in the school community

conditions and processes of social life as close as possible to those obtaining outside in the broader field of life itself, and third, arranging experiences specifically designed to inculcate the values of the "American way of life" as they call it, in all students whom they look upon as the future citizens on whom depend the safety and glory of the great American nation. But this inculcation of the values of American democracy is to be distinguished from totalitarian indoctrination in that, that in the American value system freedom and initiative of the individual are given the highest value. The methods of teaching Social Studies are all geared to the supreme task of training the American citizen who prize above all the American democratic way of life. In order to foster creative individualism, the American schools have introduced what is called "the laboratory methods of teaching" where along with methods of research and free study, various group activities of a socio-physical or socio-cultural nature, are organized by the schools who work in close harmony with the church, the club and various other agencies set up by the community itself. The "problem" and the "project" within the broad framework of "unit organization" have been widely accepted as the appropriate methods which seem best to lead to the realization of the ambitious aim of training the future enlightened, creative and cooperative citizen of the country. It goes without saying that in almost all schools, the Americans have qualified teachers and necessary reference materials, aids and equipments and also a sufficiency of financial and community resources so that in planning and carrying out his activities, the social studies teacher never finds himself alone, but invariably, he has the entire community behind to help him on as many points and in as many ways as he may need.

But looking to our schools, we realise that, to speak of introducing "laboratory methods of teaching" in Social studies is like indulging in tall talks when we all know the physical and other insuperable difficulties that stand in their way. While not belittling these "physical" and other handicaps, it has to be pointed out that, in Social Studies is to fulfil its fundamental role of training India's future citizen for the new democratic cooperative order of society as envisaged in our Constitution, certain minimum conditions and basic principles have to be secured in social studies programme for our boys. Before outlining basic conditions and principles of method so far as the teaching of Social Studies is concerned, it may be worthwhile to take stock of the prevalent practices in this regard. Here however we are disappointed, and the findings in general are not favourable to the realization of the citizenship training ideal of Social Studies.

The handicap of existing practices which have behind them the sanction of long years of usage, are characterized by serious defects which are sufficient to thwart the Social Studies teacher in his bid to chalk out a new path consistent with the ambitious goals he is to reach.

It is however, not quite true to say that the Social Studies teacher is out to carve out an altogether new path, for most of the improved methods we speak of, namely the problem and the project, free reading and research group activity and laboratory methods etc. are not quite new in as much these have not been unknown to our teachers. The point is that so long these "dynamic" methods existed on paper only but were seldom put to actual practice. The defects of the existing methods may be summarised below in points thus:—

- (i) narrowness and rigidity of routine which are definitely harmful to Social Studies.
- (ii) text-book mentality and its attendant evil of cramming;

- (iii) teacher-dominated "telling" lessons;
- (iv) outmoded ideas of imposed discipline
- (v) excessive reliance on subjective examination and the numerical results obtained therefrom;
- (vi) divorce of the school from the life of the community around; this is important, for the school must be the centre of community activity;
- (vii) absence of esprit de corps amongst the members of staff whose cooperation is essential for the social studies programmes;
- (viii) mid-Victorian ideas of school administration which is still characterized by one man's bossing;
- (ix) want of suitable aids and equipments;
- (x) want of library facilities and necessary reference and other materials;
- (xi) want of qualified teachers;
- (xii) limited financial resources;
- (xiii) lack of physical accommodation, etc., etc.

The dependence on text books and excessive verbalism are two of the most glaring defects of the traditional method which make learning mechanical and prevent the growth of a vigorous, creative personality of the child. Before considering specific principles and conditions that should be secured in devising methods of teaching Social Studies, it may be worthwhile to consider generally a few of the important points that arise in this connection. In the first place, we would do well to remember that in countries like the U.S.A., Social Studies is regarded not so much as a "subject" with a derived "content" as a course with "a specific educational function" which is to provide the "breadth" factor as opposed to the "depth" factor in education.

According to this school of thought, Social Studies represents rather a new approach and a new outlook — of placing the child in a meaningful functional relationship with the environment around him. The upholders of this view point to the findings of experiments which have established the fact that notwithstanding all our efforts to the contrary, all that the student retains as a result of the schooling process he goes through is but a small fraction of what he was expected to perform. Rather, it has been found that more important than knowledge or information is the development of certain traits, attitudes and skills, certain understandings and appreciations which becoming more or less a permanent part of his personality and character, influence his behaviour ever afterwards as a citizen of the community. It is thus clear that what we as educators — no matter whether it is in the field of Social Studies or some other — should concern ourselves with, is not so much the quantum of knowledge or information (which with right training the student may be expected to pick up as and when necessary) as the modification of habits and attitudes

and the building up of a set of values and skills which will determine the kind of a citizen the student will become in his future life. We see that it is the method of doing things which assumes the utmost importance, and this is particularly so in the case of social studies which claims to be par excellence the field for imparting effective citizenship training. Thus in Social Studies the first requisite is the determination of the goals and purposes, and after that has been done, the next thing that comes up is the devising of appropriate programmes of activities and experiences which being duly carried out would best lead to the realization of these objectives or purposes. The degree of utility of these methods is to be judged against the quality of their results or end-products which have to be commensurate with the objectives pursued. Thus, in Social Studies, method forms the most important link in the total learning chain which has on one end the goals and purposes and on the other the results and values. Method is the middle link which connects in an organic way the objective with its value or result-counterpart. It is method that determines the quality of result.

(To be continued)

OBJECTIVES OF TEACHING SOCIAL STUDIES

(Report collated from statements of Group II of the Autumn Camp of 1957 and Group I Summer Camp of 1958.)

Social Studies is essentially a new approach to the utilisation of old subjects. On the one hand it serves as a common background and core in the diversified school curriculum of today and on the other, it helps reveal social relationships, duties and purposes which were easily apparent in the days of simple social orders but tend to be lost sight of in the maze of modern complexities.

The Social Sciences with their vast resources of organised knowledge contribute a great deal to Social Studies. They furnish the knowledge of the changes and the new needs and problems brought about by the growth of civilisation with the help of which Social Studies discovers and explains how adjustment of social behaviour in family, community, state, nation and the world has taken place in the past and how it is taking place today.

Social Studies supplements factual knowledge of the Social Sciences to help pupils to adjust themselves to their social environment for effective membership of home, state and nation, to understand inter-relationships in the complicated modern society and realise the value of group living.

It aims at the orientation of adolescents to the main processes and forms of social organisation with which their lives are vitally related to give them knowledge, understanding, habits and attitudes for playing an effective role in life.

It tries to develop, with reference to the actual needs and ideals of our country, enlightened citizens for effective participation in the democratic social order to which we belong, to educate the future citizens of our secular, democratic state in the duties and functions of citizenship; to improve their practical and vocational efficiency so that they may play their part in building up the economic prosperity of the country; to develop their literary, artistic and cultural interests necessary for self-expression and a full development of personality; to help them to appreciate what is good

in our heritage and reject what is unworthy; to show that the world is so intimately interconnected in this scientific age that no nation can dare to live alone; to help to develop international understanding and the ideal of the citizenship of the world and, in general, to enrich and unfold pupils to the greatest extent of their powers and abilities.

These objectives cannot be achieved by imparting factual knowledge alone and involve practical training of pupils to realise the controlling influences over their lives and the lives with which they come into contact and to develop the spirit of cooperation, tolerance, understanding and sympathy for mankind as well as give practice in constructive thinking, reasoning and critical judgment. These involve also, the development of attitudes, behaviours, skills, habits and patterns of conduct.

For achieving these, Social Studies aims to provide adolescents with opportunities for common experiences and activities in thinking, reasoning and learning and in living graciously, harmoniously and usefully with fellow human beings.

The lessons usually given in our classrooms which call for passive assimilation only cannot provide experiences of the manysided art of living in a community. They cannot cultivate qualities of cooperation, social sensitiveness, tolerance, open-mindedness scientific attitude, clear and critical thinking and suspended judgment which are needed for the successful functioning of the democratic way of life.

It is the aim of Social Studies, therefore, to evolve a methodology conducive to the provision of such experiences as would lead to the achievement of its stated objectives.

James Hemming's seven point statement of the objectives of Social Studies was appended at the end as a general summary of the report :—

1. To combine the materials of History, Geography and Civics, together with relevant materials from other subject fields into a single integrated background course through which the child can come to appreciate the inter-relatedness of all the elements of his environment and to feel himself to be closely associated with the past and present struggles and achievements of mankind and to have a personal contribution to make towards future progress.
2. To help coordinate the curriculum as a whole by serving as a background for specialist courses and as a field of practice for basic skills.
3. To build up social awareness, a sense of responsibility and an understanding of human relations by helping to provide those elements of social education that can no longer be fully supplied by the home environment.
4. To offer abundant opportunities for active learning, personal achievement, participation in group work and, in general, for the development of the self through the exploration of the environment.
5. To foster attitudes to knowledge, life and learning that are approximate to the present day and especially, to promote understanding of all history and all human experience as a process of change and development.

6. To foster the development of spontaneity, self-reliance, flexibility of mind, clear thinking, tolerance, initiative, articulateness, adventurousness of outlook, courage in the face of new problems, enjoyment of creative activity, sound standards of action and appreciation, world-mindedness, a sense of purpose and a philosophy of life.
7. To provide a pattern and experience of study that will serve as a foundation and stimulus for continuing education in adult years.

REPORT ON EXPERIMENTAL PROJECT

This is our third report on the experiment on teaching a fused curriculum through the workshop method.

In the beginning we are very happy to mention that a fifth school has also joined in this work. The list of schools undertaking the Project are, therefore, now as follows :—

The Calcutta Girls Academy.
The Chetla Girls' High School.
Chittaranjan Girls' High School.
Muralidhar Girls' School.
Sakhawat Memorial Government High School.

We are, at the same time very sorry to have to report that these schools are still working without any financial aid from the All India Council for Secondary Education. While we should request the Council to cut through red tapes to hasten assistance, we have a suspicion that the redrafted schemes have not yet been forwarded to them from some of the schools. If there is any such school, we should request them to post their schemes as soon as possible.

On the "content" side, geographical studies of West Bengal and India have been completed. We had published the units on West Bengal in our last report; the units on India were as follows :—

1. Living in different communities in India.
2. The people, animals and birds of the country.
3. Products (agricultural, mineral and forest) of the country and occupations of the people.
4. Transport trade and commerce.
5. Religion, culture and education.
6. States and administration.

The pupils not only collected information and wrote reports on these units but they also prepared maps, charts and models. Young girls definitely enjoyed making houses of different types and dressing dolls with costumes of different parts of the country. Generally we avoided broaching complicated problems in view of the youth of the pupils, but these girls of class VI sometimes surprised us by raising controversial issues regarding taxation, prohibition, duties of the states, etc. They are convincing us more and more that we have underestimated the understanding of our school children. Rote is, of course a different matter altogether.

Objective and essay types of tests were given to assess the information acquired through the process. Upto now the results of objective type tests on Bengal only are available and indicate a very good standard of achievement in this respect. A profile sheet has been prepared for recording, for each pupil, abilities and personality traits not measured by the above tests. We are thinking also of administering attitude and interest scales and taking sociometry to facilitate grouping of girls. A copy of the profile sheet is being printed at the end.

The pupils are now getting started with a study of Indian History. All the topics of Indian History prescribed in the syllabuses for classes VI, VII and VIII by the Board of Secondary Education of West Bengal have been integrated for being studied upto the middle of the next term. The following topics will be undertaken by seven groups of girls in two stages :—

1. Independence of India and the Five Year Plans.
2. India as a part of the British Empire.
3. India under the Moghuls.
4. Bengal in Middle Ages.
5. The Turks come to India. India under the Sultans.
6. Indian civilisation in South East Asia and the Middle East.
7. The Golden Age of the Guptas.
8. India's foreign kings. Spread of Buddhism.
9. Story of Asoka.
10. Story of Alexander, Poros, Chandragupta.
11. Story of Buddha.
12. Vedic India.
13. The coming of the Aryans.
14. Indus Valley civilisation.

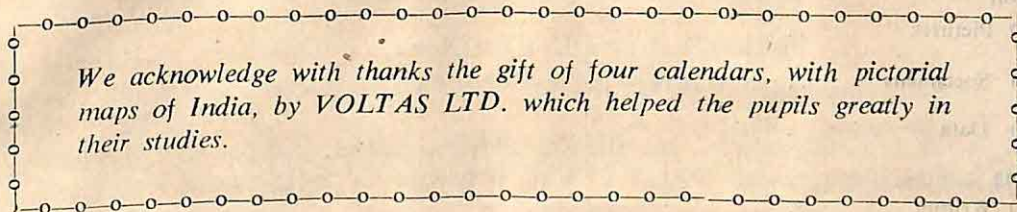
In working on this project the teachers engaged in it found themselves in constant need for exchange of ideas and expert opinion and have, therefore, formed themselves into a study-group which meets once every month.

On the 12th of July the Group met to assess the work done in the first term of the session and plan syllabus and programme for the current term. As the results of the first set of objective type tests differed widely (in spite of the generally high standard) it was suggested that intelligence tests also should be used. Other expected developments in character and activities were listed and a profile sheet with a five point scale for the assessment of the same was drawn up.

The next meeting was held on the 23rd August to discuss further several details regarding the maintenance of the profile sheets and the need for obtaining expert opinion on the matter was felt.

The last meeting of the quarter was held on the 11th September with two purposes. Firstly, there was a discussion on the results of the evaluation of the work already done and the further continuation of the programme. Then, secondly, Mr. D. Mahanta of the Bureau of Educational and Psychological Research gave a short talk on educational evaluation. He first suggested ways of making teachers' estimates as objective as possible and then detailed techniques of keeping five and nine point scales. In addition to the original project group this meeting was attended by some teachers from the Ballygunge Siksa Sadan and Kamala Chatterjee Girls School.

On the next day, i.e., the 12th September, the Group contributed a symposium on "The Workshop Way of Teaching" to the Rains Term Programme of the Bengal Women's Education League. The meeting opened with showing a film (by McGraw Hill) on "Broadening Concepts of Method" from the film library of the Department of Extension Services projected with the help of the Social Education Department of the Government of West Bengal. This was followed by short talks by the teachers on what they had done in their experiments with the new method and the new approach to the curriculum. Miss R. Ghose, Principal of the Gokhale Memorial School and College for Girls was on the chair. The hall of the Victoria Institution, where the meeting was held was almost filled to capacity.



SOCIAL STUDIES TEACHERS' ASSOCIATION

Two meetings of the Association were held during the last quarter.

The first meeting was held on the 20th July at the David Hare Training College to meet Dr. Griffin and discuss some problems of teaching the subject with him. This turned out to be also the last meeting of the teachers of Social Studies of West Bengal with this extremely popular professor who, it was learnt, was leaving India for good within a short time.

The next meeting was the Annual General Meeting of the Association followed by a study group meeting. It was decided at the first meeting that ways and means should be found of increasing the membership and the funds of the Association and publicising its activities. The study group met next to discuss a proposed B.T. syllabus for contents and methods of teaching Social Studies.

A sub-committee was then formed to take into hand the work of publishing reports and re-drafting the proposed syllabus in the light of the suggestions received in the group.

The meetings were attended by a large number of teachers some of whom came from outside Calcutta.

"Many hold the attitude that children should be seen and not heard and that the child is too immature to have a worthwhile opinion. Carried into school-life this too often becomes a matter of listening and reading, but not one of giving out. This trains the child to have little respect for his own thinking. He becomes persuaded that what he has to say cannot be of any importance. The more he is persuaded of this, the more defensive of his inner person he becomes and the stronger he builds the barriers behind which he hopes his poor, weak self can hide.

(The Workshop Way of Learning by Earle C. Kelley.)

PROFILE SHEET

NAME.....

ROLL.....

	A V. Marked	B Marked	C Average	D Below Av.	E Negligible
Handwriting ..					
Drawing ..					
Collection					
(A) Pictures ..					
(B) Specimens ..					
(C) Data ..					
Reporting					
(A) Writing ..					
(B) Speech ..					
Practical Work					
(A) Charts ..					
(B) Maps ..					
(C) Models ..					
Other activities					
(A) ..					
(B) ..					
(C) ..					
Interest ..					
Cooperation ..					
Self-control ..					
Responsibility ..					
Leadership ..					
Activeness ..					
Other qualities					
(A) ..					
(B) ..					
(C) ..					
(D) ..					

TEACHING ENGLISH

EDITORIAL NOTE

We start this section from this quarter with a view to dealing with problems related to the teaching of English. It will contain articles, questions and answers and reports of refresher courses and the activities of teachers of English. All are invited to bring their problems and solutions to these columns.

TRAINING COURSE OF SPOKEN ENGLISH

The "Spoken English Group" continued to hold its Tuesday meetings throughout July and upto the 5th August.

A planning session was held on the 15th July to chalk out the programme for future activities of the Group. A debate having been proposed to be held, the Group met again on the 22nd July to practise speeches.

This debate was held on the 29th, under the presidentship of Mrs. Taylor of the Scottish Church College. The motion was that "In the opinion of the house English poetry should not be taught in Indian schools". The Spoken English Group speaking in favour of the motion was opposed by the students of the Institute of Education for Women. Discussion was lively and, the opinion of the house being overwhelmingly in favour of English poetry, the motion was lost by 46 votes to 4. In her concluding remarks Mrs. Taylor gave an useful and interesting talk on the teaching of English poetry. Later, requested by the B.T. Students and the Spoken English Group she agreed to take them for a series of lectures on English Phonetics.

The Spoken English Group met again on the 5th August for a practice session when every teacher was compelled to speak in English for atleast three minutes on a subject of her own choice.

Mrs. Taylor's lectures on English Phonetics started from Tuesday, the 12th July and have been held on Tuesdays every week. These will continue upto the 7th August and may be taken up again after the Pujah Holidays if circumstances permit.

ASSOCIATION OF TEACHERS OF ENGLISH

A general meeting of the Association was held on the 12th July to discuss the programme of activities for the next quarter. Two sets of activities were planned. Firstly, the association recommended that members who wanted to join Mrs. Taylor's classes on English Phonetics should do so. Secondly, it was proposed that the members should try to stage an English drama and hold a picnic outing during the winter.

The next meeting was held on the 2nd August with Miss A. G. Stock, Head of the Department of English of the Post Graduate Arts College of the Calcutta University as Chief Guest. Some English plays were read in parts and, at the suggestion of Miss Stock, it was decided that members should get together to read Oscar Wild's "The Importance of Being Earnest" with a view to staging it.

Since then, the Reading Group has continued to hold its sittings once a week but has not yet been able to progress much on account of the fluctuating attendance. It seems that the idea of staging an English play will have to be dropped if the enthusiasm of the members does not increase by leaps and bounds.

Book Review

LANGUAGE AND MENTAL DEVELOPMENT OF CHILDREN by A. F. Watts,
George G. Harrap & Co. 1955.

This book explores a new field of pedagogics. It considers the problem of language and the influence of it upon the mental development of an individual. Though the book deals with the part played by language in the mental development of English children only (a more specific issue) yet it finds out principles of general interests. The author has "tried to outline the principal stages through which children normally pass in their efforts to say and write what they think and feel about the worlds they live in — the world of objects, — and events in space and time, the world of persons, and the world of ideas and values." There is some kind of order in development which is common to all. The book has nicely suggested the method of research that can be made in the new field. To him, as to all who understand the nature of the mental growth of ours, language-capacity, conceptional-richness, and thinking-processes are almost identical practices. Usually thinking in the abstraction is based on linguistic manipulations. At a higher stage how language helps in perception of situations, how aesthetic tastes are built up through poetic metaphors and analogies. He has also made a detailed study of vocabulary of children at successive stages of their development. Such a study of our children in India seems almost essential if we, who want to influence them want to convey to them all that we really wish. Text-book-construction may also be facilitated by the data that will come out of such a study.

The author also suggests educational implications of all the conclusive principles. Direct method of teaching — "things before words" — has always been a sound educational maxim, but "the activity of the mind operating upon it with the aid of linguistically express principles to give it meaning. Any reflection upon the perceptual experiences of the children cannot proceed in the absence of language. A verbal education is needed, therefore, to illuminate and relate to one another in an orderly fashion the separate facts that have been directly apprehended through the sense, and to do so in order to ensure a fuller realisation of the further possibilities that lie ahead. The problem before the teacher, accordingly, is to arrange a programme of education which will combine opportunities for observation and activity with thoughtful and lively discussion. Here language will come to help him. The author has revealed these principles in a very literary form — employing humour, wit and arresting language here and there.

(Reprinted from the bulletin of the Department of Extension Services of B. R. College of Education, Agra).

SCIENCE IN DAILY LIFE by Curtis and Mallinson — Ginn and Company.

General Science includes both the Biological and Physical Sciences. The Biological Sciences deal with all aspects of plant and animal life. The Physical sciences deal with non-living things. This world we live in consists of living and non-living things. To live well and happily, to be a

useful member of our society we must know our surroundings we must know our resources and we must know the other living creatures that share this world with us, on whom we are dependent and who are dependent on us. General Science provides this sort of knowledge and understanding. To live well and happily we must have an understanding of scientific principles and be able to use them.

A scientific principle is a general truth arrived at from observations and experiments or from both. Correct observations and experiments lead us to facts. To teach children facts only does not mean teaching science.

Science is a way of thinking.

What is the Scientific Method of Thinking ?

The pupil should sense a problem and have a desire to solve it. For this some facts and data will have to be collected. Possible answers or hypotheses have to be thought out. A series of observations and experiments have to be planned and carried out to find whether the selected question is really right. A conclusion has to be arrived at which may be used for solving future problems.

The need for teaching General Science has been realized in our country and it has been made a compulsory subject. Suitable books written in our language cannot yet be found.

"Science in Daily Life" will be of great use to teachers as well as students. It has been divided into the following Units:—

1. The part of the Earth that is Air.
2. Water and its uses.
3. Heat and its uses.
4. The nature and importance of weather and climate.
5. Light in our civilization.
6. Into space with Astronomers.
7. The changing earth and the wealth it contains.
8. The work of the world and what it involves.
9. Electricity in our civilization.
10. The living world.
11. The organism called man.
12. Using our natural resources wisely.
13. Communications in the Modern World.
14. Transportation in the Modern World.

A teacher of General Science will at once note that all these units cover our secondary school General Science course from classes VI to class X. Of course, this is not the only way of breaking up our course content into units. There are several others. Each teacher can frame her own units.

In this book, each of the units mentioned are broken up into problems. The *unit on air* consists of the following problems.

1. What are the nature and the extent of the Atmosphere?
2. What are some further important facts about the Atmosphere?
3. What substances compose the Air?
4. What is the nature of the gases that compose the air?

5. How are differences in air pressure explained ?
6. What are some practical uses of differences in Air pressure ?

The unit on water has been divided into three parts—

1. Securing a safe water supply.
2. Water and sanitation.
3. Further uses of water.

Each part is again broken up into several problems.

- Part I — (a) What is the nature of water ?
 (b) From what sources are our water supplies obtained ?
 (c) How is the water supply made safe to drink ?
 (d) How is the water supply distributed ?

- Part II — (a) How is water used for cleaning ?
 (b) How is water used in disposing of wastes ?

- Part III — (a) What are some important uses of steam ?
 (b) What are some important aspects and effects of water pressure ?
 (c) What are some important uses of water pressure ?

Unit 3 is also divided into three parts.

Part I — Heat in Daily Life.

Part II — How Heat is produced and used.

Part III — Further control of Heat.

These parts are again broken up into problems. The other units are treated in the same way. Each chapter is followed by objective types of questions for "checking what you know". Scientific principles which have been come across in the chapter are enumerated. Scientific terms are listed. Then follow some problems for "applying and extending what you know". There are suggestions for Bulletin Board displays for experiments and topics for individual study. There are suggestions for Bulletin Board displays and how to use science materials in newspapers and magazines. The book is very well illustrated and has a glossary of words at the back as well as an Index.

There may be a little confusion in spelling, since we are used to the English way of spelling colour, vapour and not to the American colour and vapor. We are used to A.C. and D.C. for Alternating and Direct currents. In this book it is referred to as a-c and d-c.

There are several copies of the book in the Extension Service Library, why not make use of it ?

ROMA GUPTA,
 Sakhawat Memorial Girls High School.

Pradhan Siksika Samiti

A meeting of the Samiti was held on the 26th July to discuss the possibility of establishing a zonal study group in North Calcutta. Sister Immaculate of the Holy Child Institute very kindly offered the use of a ground floor hall in her school along with other services. She has also been kind enough to keep a collection of useful books in her charge for distribution amongst schools in North Calcutta. Some schools are already availing of this service and we shall be very happy to hear from others who would like to do the same.

As a result of these discussions zonal meetings are being held from August, 1958. The meeting for the North Zone was held on the 16th August at the Holy Child Institute and that for the South Zone on the 23rd at the Institute of Education for Women. At the former meeting it was proposed to make it a monthly gathering of headmistresses and teachers for discussion of important day to day problems and the subject for the next meeting was accepted as "Maintenance of Cumulative Records Cards and Introduction of Objective Tests." The same decision was taken at the latter meeting which also discussed the need for arranging special training courses on the methods of teaching such subjects (e.g., Logic and Psychology, Elements of Economics) in the higher secondary classes for which there is no provision within the B.T. syllabus.

Two more zonal meetings were held on the 18th and 20th September for North and South Calcutta respectively to discuss problems connected with the preparation and administration of objective type tests and maintenance of Cumulative Record Cards as required by the Board of Secondary Education of West Bengal. The following suggestions were accepted in this regard:—

A. Objective Tests:—Teachers in different schools should prepare objective tests in the following subjects—English, Bengali, Sanskrit, Geography, History, Social Studies, Mathematics, General Science Domestic Science and Hygiene. The Co-ordinator will visit schools, if required by them, to give or procure any necessary technical help. This will be followed by a group-discussion meeting with a lecture by a specialist on the subject. The dates of the meetings for the North and South Zones were fixed as the 20th November and 6th December respectively provided the Department of Extension Services of the Institute of Education for Women is functioning at that time. This meeting would, then be followed by a short training course on "Objective Tests" if the need for it was generally felt.

Cumulative Record Cards :—

- (a) Marking on a five or nine point scale would have provided greater accuracy and facility in application.
- (b) Each point should be rated separately in order to avoid prejudice or halo effect.
- (c) Descriptive notes on each point should be kept constantly in view to secure objectivity.

- (d) Rating on each head should be made with reference to the whole class taken together so that a general class standard may be evolved.
- (e) In order to secure justice in cases of insufficient evidence points should be left vacant pending further observation.
- (f) To achieve objectivity all teachers connected with a particular class should be involved in the rating and rough profile sheets should be maintained all the year round for all the girls.

The Co-ordinator showed the publication of All India Council for Secondary Education—"Evaluation in Secondary Schools" and it was unanimously resolved at both the meetings that the Co-ordinator should write to the Council ordering twelve copies of the same for the twelve schools the staff and the headmistress of which were present at the meeting.

Since then the Co-ordinator has visited four four of those twelve schools with samples of objective tests and books n evaluation and had discussions with the staff regarding some of their practical difficulties.

FOREWORD

(Continued from Page 2)

been started in the Bally-Belur-Uttarpara area. Here also a joint venture by teachers of boys' as well as girls' schools, backed by the two extension service departments, is likely to be more fruitful.

I am specially to note that whereas in the first instance, it was the coordinator's task to go to about from school to school offering the extension services, it is now the schools that are taking initiative in most cases and inviting her to come.

This initiative shown by the schools will, I hope be the special feature of the second phase or our extension service work, so that, by the end of the second phase, the schools themselves will be taking full leadership in all programme for the improvement of school teaching.

NALINI DAS.

Teachers' Quarterly

Foreword

We come to the teachers again after another quarter. Another year has gone by and another academic year is drawing to a close. The third volume of the *Teachers Quarterly* is publishing its last number.

We have already referred to the end of our first and the beginning of the Second phase of Extension Services in the last issue of the *Teachers Quarterly*. It is a welcome sign that the schools are gradually taking greater initiative in all matters of reform. We are devoting more time and attention to the felt and expressed needs of schools.

A special mention may be made of the maintenance of cumulative record cards. "The Pradhana Shikshika Samity" had discussed this issue from various angles as early as 1956, and some schools had already started keeping records. But now that all schools are going to maintain record cards, we feel that the matter should receive much greater attention. A special notice on this issue at the end of this magazine may kindly be consulted in this context.

The objective type of examinations should also perhaps receive greater attention now. We have discussed the problem both in the pages of the *Teachers Quarterly* and in Symposia arranged specially for the purpose. A training course had also been organised some time back. Some schools are continuing work on their own or with occasional help and guidance from us. If others want to make a more intensive study of the problem, we can train up some of the teachers now so that all the schools may be ready to introduce new type tests at an early date.

The teaching of English is another burning issue of the day. The importance of English has not diminished, nor is likely to do so in the near future either for the requirements of higher education or for interstate and international contacts. Yet the standard of English-teaching has fallen regrettably low in our schools and colleges and continues to show a downward trend. It is only by the introduction of more efficient and modern methods of teaching English that we can hope to raise the standard again. Most of the teachers would also require practice in English

speech also to be able to use these methods properly. We have conducted several English Courses on methods of teaching, phonetics and spoken English and would do so again as and when required by the teachers.

Study circles organised by teachers themselves have proved to be particularly useful. We should like to help organise many more of these in different parts of Calcutta and its suburbs.

Reports of all such activities would be gratefully received by us for publication in the *Teachers Quarterly*, as well as educational articles and book reviews.

I appeal once more to the teachers to come forward and make the *Teachers' Quarterly* their own organ in a fuller sense of the word.

—NALINI DAS.

"Education is a permanent part of the adventure of life, it is not like a painful hospital treatment for curing them (students) of the congenital malady of their ignorance, but is a function of health, the natural expression of their mind's vitality."

—Rabindranath Tagore.

Social Studies in our Secondary Curriculum : The Problem of Method

(Concluded)

By N. L. BASAK

PRINCIPLES AND BASIC CONDITIONS OF METHODS

The following appear to be some of the important principles and basic conditions which should be secured in devising appropriate methods of work in Social Studies. In the first place, the methods should be such as to ensure the students' growth in integrated understanding of those fundamental processes and institutions which underlie human living in the present as well as in the past. Secondly, the methods must facilitate the acquisition of basic knowledges of the fundamental social and other processes and institutions which the student may use as tools in shaping his actions and thoughts and in arriving at judgments and decisions. Thirdly, the methods must provide scope for growth in habits, attitudes, and skills which will enable him to make his contribution not merely to his own welfare but also to the furthering of the great cause of human progress in which his individual welfare lies. Fourthly, the methods must give scope for initiative and freedom, so that each individual child may make his own contribution to the group efforts for whatever it may be worth. Social Studies programmes must provide opportunities for every child, bright, average or full, to make the contribution he is capable of in his own terms. Only thus can we develop that feeling of "belongingness" which alone can open out of individuals hidden springs of action and make them exert for the common cause. Fifthly, the development of a critical mind capable of balanced judgment, being one of the most important objectives of Social Studies, it is necessary that problem-solving techniques be accepted as a regular feature of Social Studies methods. Moreover, living in society is full of problems, and it is necessary that through Social Studies work the child is introduced to some of the living problems of the day. Sixthly, as Social Studies aims at providing experiences in Social living at first hand, it is necessary that excursions and fact-finding tours be arranged as often as possible. The aim is not merely to make the student's knowledge real and practical, but to help him understand his community life and interpret it intelligently. In the seventh place, the methods of Social Studies must afford profuse opportunities for group work, as it is in working in groups that the child develops those virtues of cooperation, tolerance, and adjustability which are so essential for successful community living. In the eighth place, creative projects must form an important part of Social Studies work. These projects not merely train the child in planning and working to a successful completion a group activity, but they afford him opportunities for coming into contact with actual community affairs and thus getting an insight into the various processes and activities underlying social living. Certain basic factors like the availability of a separate room with the requisite maps, charts, globes, pictures, films, projectors, reference materials and current periodicals, mobile furniture etc., ought to be ensured in every school. The sharing of experiences and exhibition of results attained must be essential features of Social Studies work.

An important principle of the methods of teaching Social Studies that has to be mentioned here is the principle of self-activity. Whatever knowledge has to be acquired must be done by every individual student through his own independent effort. The basis of such quest for knowledge must be the felt need of the student himself. Only that knowledge will be meaningful

which is vital to the solution of a problem in which the individual is interested because of its relation to a goal which he has set himself to achieve. In Social Studies the learner is placed in the position of an explorer and research worker who seeks knowledge not for its own sake but because of its relevance to a situation in which he is vitally interested. The basic principle is to evoke the student's self-activity which is the key to all progress. In order to ensure this self activity the teacher has to assume the role of a guide and a director rather than that of a dictator or a teacher in the narrow sense. Every Social Studies teacher must guard against the existing domination of verbalism which has come to identify knowledge with words and not with facts or ideas which the words are meant to convey. This verbalism with its attendant evil of text-book memorization has to be replaced by whole-hearted purposive activities, individual as well as group, in which the students will take an active part not merely in their execution but, what is not usually done, also in their planning. This teacher pupil planning is an essential feature of all Social Studies work. Such cooperative planning enables the pupils to share the aims and objectives of teaching with the teachers, who in planning his work ensures ample opportunities for self-expression in speech, writing, collective reading, independent research, constructive activities and other projects that bring the heart and the mind into fruitful cooperation. In Social Studies work there should be very little of passive listening or taking of "notes" and memorizing "set lessons" with the ulterior motive of showing off at an "examination". To use the words of the Mudaliar Commission Report (page 106), "If the self-activity approach is adopted, if there is imagination in planning work, and freedom in its execution, the present "bookish schools" can be transformed into "work schools" or "activity schools", and they can become genuine centres of education for the whole personality of the child."

To conclude, no methods of teaching Social Studies can produce the desirable growths of the students in their character and personality, if the existing system of subjective examinations continues to be the only instrument of measurement of the students' attainments. It is clear that this all important "examination" will be co-extensive with the methods of teaching themselves. This evaluation will not limit itself to one or two end-tests of a subjective or even of an objective type but it will be a comprehensive process which will include not merely the so-called subjective and objective tests, but also the total activities carried on by the students during his entire course of Social Studies work. It is clear that for this, a number of records will have to be maintained, but if the instruments of evaluation be not comprehensive and dynamic, merely dynamic methods of teaching will not ensure the results we all desire to attain by arranging a course of Social Studies for our students. Whatever the methods, however, they must aim not only at expanding and strengthening the pupils' existing interests but they must also be purposely designed to kindle new interests and satisfy their innate desire to touch life of many points. In short, the methods of teaching Social Studies will have to be creative and flexible, adapted to the "slants of approach" of the students who are to be trained for successful group living in Society.



"Much of present teaching has been routinised to the point of boredom.... When work is routinised and ritualised, the creative aspects of teaching disappear and morale declines."

(The Workshop Way of Learning by Earle C. Kelley.)

CONTENTS OF SOCIAL STUDIES

(REPORT OF STUDY GROUP III IN THE SUMMER VACATION CAMP OF 1958)

INTRODUCTION

Factors which are most essential for the proper development of students as social beings have not yet been fully stressed in the curriculum of secondary education. Education, which aims at developing the faculties and making for the realisation of the significance of knowledge, has not, therefore been fully effective. Too much stress on the theoretical aspects of knowledge without any reference to practical life may be cited as one the most important defects of the present system. Allied subjects are taught separately and independently. But pupils should know that they are not separate in reality. These should, therefore, be grouped together as a single subject called 'Social Studies'.

The Board of Secondary Education of West Bengal has introduced Social Studies in the higher secondary classes but has not yet prescribed any such subject (except in a permissive manner) for classes VI, VII, VIII. We have come to the conclusion from our teaching experience that pupils may take more interest in Social Studies instead of Geography and History as abstract subjects and, on that consideration, we have drafted a syllabus for VI, VII and VIII as a compact course of the social sciences.

Our suggestion is that, with this end in view, some experimental approaches may be made regarding these classes. As for example, the study of the continents of the World may be grouped into three parts :—

- (a) Asia (with special reference to India) and Africa for Class VI.
- (b) Europe for Class VII.
- (c) America and Oceania for Class VIII. The latter part of the session in Class VIII may be kept for recapitulatory work as an overview of the whole world.

We have also suggested some modifications on the present syllabus for Classes IX and X on the basis of the work in Classes VI, VII and VIII.

Lastly, it should be noted in this connection, that changes in the curriculum cannot bring any effective change in the system of education. Teachers should take particular care of the mode of presentation. The approach should be personal, and, as far as practicable, related to appropriate problems of modern every day life. In this way alone pupils can be expected to avoid cramming, and to acquire knowledge through situations of living interest to them.

The complete syllabus as suggested for section I is given below :—

For Class VI—

(Asia and Africa with special reference to India.)

1. Regional Geography : —

Students should know the position of Bengal ; in reference to Bengal position of India, Asia and Africa, political divisions of those countries. Factors affecting climate and vegetation.

2. Animals :—

Animals of India, Asia and Africa, Animals affecting human life.

3. People :—

Different types of people in the place living with reference to language, religion, appearance etc. Racial types of India, Asia and Africa ; influence of climate upon people ; growth of caste system.

4. Food :—

Principal food of Bengal, India, Asia and Africa ; main products ; name of implements of different ages ; the system of irrigation (pendulum method) ; the system of transport of different ages ; knowledge of export and import.

5. Shelters :—

(From present to past) Influence of climate upon shelters ; present form of housing ; sense of collective work ; division of labour.

6. Dress :—

Different types of dress of the local people ; dress of the people in India, Asia and Africa ; evolution of dress ; in reference dress,—cotton, wool, rayon, chiffon ; places of production ; implements of production.

7. Religion :—

Religion of the people of the local community different religions of India, Asia and Africa ; names of leaders who first preached those religions ; lives of those people ; spread of the religions.

8. Occupations :—

Ways and means of living ; industry ; natural resources ; progress of countries ; condition of society in different ages (present and the past) ; sources of earning ; education ; position of women ; slavery.

9. Systems of Administration in different ages :—

Name of important kings of different ages and their functions. Impact of Western domination on economy, education, culture and policies.
Free India — I.N.A., Gandhiji, Netaji, History of India after the independence in short. Present situation, Five Year Plans.

For Class VII

(Europe.)

1. Position and Physical features :—

Physical divisions ; main rivers, mountains etc.

2. People and environment :—

Races ; political divisions, climate, production ; Communications ; distribution etc.

3 Rome, Italy and Greece :—

Ancient seats of civilisation and culture fall of Rome due to various reasons, attack of barbarians on Italy and Europe ; Rome was divided into two — Eastern Roman Empire and Western Empire ; attempt of Charlemagne as the successor of Roman Emperors to unite Europe under one head.

4. The Life of Europe in Medieval Age :—

Feudalism — knights and idea of chivalry ; guilds of merchants and artisans ; clergy and monastery ; university ; literature (predominance of Latin) ; achitecture ; religion (Primitive religion, spread of Christianity, the Crusades).

5. Ottoman, Turks and fall of Constantinople.

6. Renaissance ;—

The meaning of the term ; the beginning of modern age ; the names of various persons contributed in the movement ; beyond Alps the movement took a different channel. Reformation movement.

7. Geographical discoveries :—

8. French Revolution:—

The social and economical background of the revolution ; the revolution (in short) ; ideas of the French Revolution.

9. Another Revolution of a different kind influenced Europe — Industrial Revolution.

10. Unification of Italy and Germany :—

Conditions of social and political life of these two countries must be given in short the names of the great patrons must be mentioned.

11. Russia :—

The condition of Russia before the Great Russian Revolution ; influence of Karl Marx ; assessment of the revolution ; Trotsky Lenin, Stalin and later developments.

For Class VIII

(North and South America, Oceania and recapitulation of World history.

1. Regional Geography of America and Oceania—

Physical features ; climate ; political divisions.

2. Animals :—

Name of animals of different parts ; names of forests ; animals affecting human life.

3. People :—

The Maya Civilisation :—Aboriginals ; the Red Indians and their different tribes ; coming of white men, slavery ; the negroes.

4. Mode of life :—

Means of Production (different ages) ; Products ; industry ; natural resources, centres of production ; growth of cities.

5. Means of Export and import :—

Connection in the world by land, sea and sky ; growth of means and transport.

6. Education and culture :—

Growth of education — primary, secondary, and University ; spread of education, education in different ages ; names of Universities.

Recapitulation :—

(a) Colonisation :—

White man in America and Africa ; fight for the colonies — Spain, France, England, Belgium, Holland, Germany, Italy and India ; Names of discoveries.

(b) The effects and reactions of colonisation, the American War of Independence ; the Dominions of Canada, Australia and Newzealand.

(c) Imperialism :—

The rise of Japan ; the struggle for supremacy over China ; the struggle for colonial markets ; the First World War ; the Russian Revolution ; the rise of dictators ; the German bid for control over Western Europe ; the Second World War ; U.N.O. ; Independence of India, the Revolution of China ; freedom of the South East Colonies ; Present position of Bengal and India in short.

For Class IX

Unit I :—Life of the people in different parts of the world.

(a) Tundras.

(b) Grass lands.

(c) Land of the broad leaved and cold forests.

(d) Monsoon lands.

(e) Mediterranean lands.

(f) Equatorial lands.

(g) Desert lands.

(h) Mountainous lands.

Unit II :—Community life.

Meaning of community — Modern & ancient types — privileges and obligations of the community living — social laws in general and primary needs of community.

Unit III :—Pastoral Economy.

Sec. A—Farmers and pastoral people of lower Gangetic plain their food and clothing, cultivation of rice and jute in South Bengal — plantations and forestry in northern Bengal — their importance in the socio-economic life of our country — Plantation of tea and cinchona in North Bengal.

Sec. B.—Industries in Bengal — coal and iron industry, cotton industry — the port of Calcutta with its hinterland — the scattered small workshops in and around Calcutta — the D.V.C. area.

Unit IV—Villages and towns in our country —

Ancient and modern types — scattered villages of lower Bengal and compact villages of Uttar Pradesh or the Punjab. Different kinds of towns (description of each kind may be given) growth of towns from villages — story of growth of Calcutta from three small villages — Description of village markets, fairs, markets in towns. Village life and town life — in ancient days and modern days.

Unit V :—Living in Different Regional Communities in Foreign Lands.

- (a) Chinese community.
- (b) Burmese community.
- (c) Ceylonese community.
- (d) Nepalese community.
- (e) An industrial community in Rhine land.
- (f) A Dutch community near Zuyder see.

Unit VI :—The people and its government (with special reference to Bengal).

Nature of the present Government — merits and demerits of democratic government.

Organisation of government and its parts. Different departments of governments and its functions.

Elections and parties.

Rights and duties of a citizen — participation in public life — democratic conduct of every day life.

Unit VII—Organisation of local administration.

Local self-govt. and its growth in the country.

Corporation of Calcutta — Municipalities in towns — local authorities in the districts and the country side. Modern community development activities — the protection of community and the necessary organisation for it.

For Class X

Unit I :—Sources of History.

Archaeological, relics, inscriptions, coins, literature, records, foreign accounts.

Unit II :—Ancient civilization.

Sec. A—Life and culture of Indus Valley and Vedic Aryans. Rise of Jainism and Buddhism — their spread in and outside India — Their influence on people. Names and accounts of kings who patronised Buddhism.

Sec. B—Cultural developments in different ages — The Maurya age, the Guptas, Muslims, Mughas, British etc.

Unit III :—Impact of foreign elements on India.

- (a) Persian, Greece, Roman influence — extent and importance of Indo-Greek intercourse.
- (b) Scythian and Hun influences.

(c) The Islam and its spread in India.

(d) Turkish and Mongol influence.

(e) Western influence of India.

Unit IV :—Contacts with outside world. Political, cultural and economic contacts in different ages — agencies for the same. Indian foreign policy — aims of peace and good will — the U.N.O. — the ideals of moving towards a world community.

Unit V :—The Bengalees and their culture and civilization (a general survey from ancient to Modern times).

Unit VI :—Basic Problems (present measures adopted to remove there problems should also be studied.

Sec. A—The problem of food.

Problems of follow land — reclamation of the Sundarban areas. Fertilizer and modern methods of cultivation.

Development of supplementary food — control of the growth of population — problems of housing.

Sec. B—Problem of education.

Free education — primary and secondary.

Sec. C—Problem of Health.

Necessary provisions for the maintenance of public health and prevention of diseases.

Recreation and culture of the community organisations of different types.

Sec. D—Problem of unemployment.

Problem of refugees (with special reference to W. Bengal).

Problem of language.

Problem of Indian unity.

Sec. E—Special problems of the city living.

Sec. F—Students responsibility in the society and in building progressive state.

—o—

"If we give up the previous rigid concept of school subjects and try to relate the knowledge gained in one course to other courses, it is because we know today that only a co-ordinated attack on the mind of the individual will be effective."

(Karl Mannheim.)

Suggestions for Reform in Examinations System

By SHAMSUDDIN, M.A., B.T., M.ED.,

Raipur, M.P.

Education and the problems associated with it are the main topics of deep thinking today. Both the Government and the people are busy devoting all their time towards making it flawless and beneficent to humanity. With this end in view, the Central Ministry of Education directed the State Governments to make necessary reforms in their system of examinations. If this is not done at the present stage, there is every likelihood that it may not only be useless but might even prove harmful to the future society.

CHINESE ORIGIN

The system of examination was started first in China and then gradually it went on spreading in every nook and corner of the world. It was very popular in the Western countries in the 19th century though towards the end of the same century great reaction also started against it. In the year 1888 an article was published in which hundreds of well known people signed expressing their views against examination system.

They even said that it is nothing but the sacrifice of real education. The early years of the 20th century were marked with great schemes of reforms propounded by the educators. United States of America took a lead in this direction and made a number of reforms in their examination system of secondary as well as higher stages of education. They started a system of practical examinations for recruitment in different services. On the lines of America, England too started reforms in the schools. These were brought about by the Butler Act of 1944.

EDUCATIONAL REPORTS

Though the urgency of reforms was badly felt in India from the time of Lord Curzon, nothing concrete was done till the advent of the 19th century. The Calcutta University Commission raised a strong voice in the direction and very recently Radhakrishnan Commission as well as Mudaliar Committee also stressed the same question and suggested many reforms. The need for educational reforms in India is greater, because it has remained under foreign rule for a longer time and owing to their stepmotherly treatment, its educational policy was adversely affected.

First, the whole system of education was defective. In the words of Lord Macaulay, in the year 1835, the aim of imparting education was to prepare armies of clerks and officials who could be helpful in offices of the British administration in India. How could a system of education, which had such narrow aim behind it, prove to be useful? Certainly it is the root cause of all the defects in our present system of education. Today, we have to remember the verdict of Radhakrishnan Commission of eight years ago. "If we have to make any reform in the higher education, it is in the examination system." The Commission also warned that if we do not take early steps the whole edifice of our education would collapse.

EXAMINATION : DEFECTS

Our present system of examination is full of defects and it is adversely affecting the society. The greatest defect is that our whole education is becoming examination centred. In schools there are weekly, quarterly, half yearly, yearly, and so many other types of examinations. Thus a considerable portion of the academic session of schools and colleges is spent in examinations. A student is examined in one subject so many times till he does not obtain his final certificate in that particular subject.

Besides this, another defect is that too much necessary importance is being attached to the external examination for acquiring jobs, admission in higher education and securing scholarships etc. The final decision as regards the ability of the student is made on the basis of these external examinations only. This also in a way indicates lack of confidence in those teachers who work hard with their pupils throughout the year. Also it leads to the belief that the students are not honest. External examiners are being employed who do not know the students nor the students know them.

The third defect is that too much importance is attached to the result of examinations. Deplorable part of the thing is that even the efficiency of the teachers is being determined on the results of these examinations. This practice was started from the time of Hunter Commission of 1882, which recommended that the teachers should be paid according to the results they produce. Even today the Inspectorate and the Managing bodies of the educational institutions demand examination results to determine the efficiency of the teachers.

The guardians and the society in general also lay too much importance on the examination results.

The fourth great effect of the examination system is that it only tests the intellectual development of the pupils. It does not at all examine his all-round development which goes to make his real personality. Of course, in modern times such types of tests have introduced which would judge the whole personality of children besides intellectual ability. They measure the attitudes and aptitudes, social development and physical and mental health, human adjustments and other aspects of the lives of children.

The fifth defect is that the present system of examination is most unreliable and inadequate. After great research and investigation by renowned educationists like Starch, Elicit and Hartog in U.S.A. and England and A. K. Dutta and D. N. Mukherjee in India, we have reached this conclusion. It is observed that there is a lot of difference in the evaluation done by two different examiners on the same question. Not only that but if the same examiner values a particular question after an interval of some time, the difference is clearly marked.

METHOD OF EVALUATION

Besides all the points mentioned above, the method of evaluation is also defective. The students who are declared successful in first, second, or third division, are even declared unsuccessful on the basis of marks scored by them when there is no surety of the justice done to them. At times the irritated mental conditions of the examiners may severely affect the future prospects of the students.

To put the whole thing in a nutshell we can say that our present system of examination is a great national waste. The estimated percentage of failures range from 38 per cent to 60 per cent upto Intermediate classes and 20 to 62 per cent in Degree examinations. It is due to the fact that the students are not very earnest about their study for considerable time of the session and centre all their energy over it just a few days before the examination.

PUPILS DEMORALIZED

In the end the examination system also demoralises pupils resulting in the loss of national character and ideals. So far as the question of selection and appointment of examiners is concerned, it becomes a means of gaining power and position and popularity in Universities. There are even such opportunists and vested interests in this field, who do not like to have any reform in the present system of examination.

Today things have gone to such an extent that even books are written with the sole aim of examination in view. This also leads to the loss of national income. Even the student mass of today prefers to have such books which can be crammed easily, instead of the standard books or original works written by the standard writers. The result is that the best work of arts and science are getting discouraged in India.

ART OF TEACHING

Due to the defective system of examination the art of teaching is also deteriorating both in matter and the method. The Calcutta University Commission made a reference to it and pointed out, "All instructions are imparted within the narrow limits of the syllabus, all other education does not come under the purview of the examination and which cannot be asked in question papers is badly neglected. Both the teachers and the taught pay more attention and centre all their energies to the probable questions expected in examinations, rather than, to the real teaching and studies."

The main aim of the student is, anyhow to get through the examination. If any intelligent and enthusiastic teacher who has deeper knowledge of education, tries to tell something more beyond the limits of courses, the students at once ask, "Sir, can it be asked in the examination?" In other words the students have no quest for learning anything more than what can be actually asked in the examination. Under the circumstances the teachers have to mould themselves according to the demands of the students and they become merely cram-books, losing all their intelligence and originality.

REFORMS NEEDED

Looking to the above short-comings it is very essential to make profitable reforms. The basic reform which is of paramount importance is to elevate the status of the teachers who are the fountain head of inspiration and knowledge in all reformatory schemes. First of all we have to create a sense of satisfaction among the teachers and raise their status in society. Generally it is said that the reforms in the system of examination greatly depend on the moral improvement of the teachers but it is also equally true to say that the moral improvement of the teachers depends on the type of reforms in the system of examination.

Thus a vicious circle has been created which is to be ended at all costs. Means should be provided so as to make them conscious of their inherent greatness which will naturally result in the efficient discharge of their responsibility and accordingly they will doubtless give fair and impartial judgment as regards the abilities of children.

'RECORD FORMS'

In modern times so many new types of reforms are being suggested to root out the evils of the present examination system. Introduction of 'Record Forms' is one of them. The forms are meant to keep a record of an all round information of the pupils in school. These will not only indicate the intellectual attainment of the children but will also give correct estimate of the attitude and aptitudes, interests, special qualities and other marks of their personality.

There can be one more suggestion in connection with the reforms in examination. While giving admission to students in colleges, attention should be paid not only to the percentage of marks obtained in the annual examination, but his full records maintained in the form of cumulative records in schools should be taken into consideration so that the real judgment of their whole personality may be done. Also the Government should not attach too much importance to the Degrees and Certificates but should keep special State Examinations as also suggested by the Radhakrishnan Commission.

In America teachers themselves conduct the examinations. They set the question papers and value the answer books. They are allowed to frame their own methods of teaching according to the needs and situations and determine the progress of the students. They test the students twice in a year—first in the middle of the year and second and final decision of the ability of the students is done on the combined credit of these two tests. As the general strength of the class is sufficiently big, tutorial method is not emphasised, even then at times the teachers do give tutorial work to the students and thus personal attention is paid.

In India we can achieve the desired result by combining all the three system i.e. record of tutorial work, terminal work, terminal examinations and final examinations at the end.



"Evaluation is the process of making value judgements on what a person is doing or on what comes up within his ken. Outcomes are the differences to be observed in people as they go about their teaching and living. Not only are they what we see, but also what we feel, for the invisible change, is often the most potent. change in personality, character, attitude and methods of working.

"This is a halting and subjective invasion of almost an entirely unexplored field in education. Most academic teachers would agree that the purpose of education is to enable the student to live a fuller, more successful life as a result of learning. But they do not evaluate in the terms of these objectives."

(The Workshop Way of Learning by Earle C. Kelley.)

Teacher of the Year

Miss Jean Listebarger possesses a rare insight into the emotional needs of children and a remarkable ability to build upon their drive to learn

From McCALL'S

Reprinted by permission

Parents of children in Miss Jean Listebarger's second grade at the Edwards School in Ames, Iowa, are never at a loss to know what goes on in class. Several times a year, at evening meetings with mothers and fathers, she explains her programme—and at the same time gives them the opportunity to ask questions about the school's philosophy and methods.

Miss Listebarger, McCALL's National Teacher of the Year for 1958, employs other interesting techniques. For example, she teaches Spanish to the 27 members of her class. She works closely with each child's family to help develop special talents. In the same classroom she is able to challenge her superior students with more assignments while she is encouraging and working overtime with those who are more backward—often with startlingly successful results. Never in her second grade are there "forgotten" children.

Each of the meetings with parents is devoted to a different phase of the second-grade programme. Generally, the first is devoted to language arts, and Miss Listebarger says, "I try to help parents understand that children grow and develop at different rates, that reading is more than merely word calling. Parents who are tense about a child's reading ability begin to relax when they hear about our second-grade phonics programme."

At a second meeting parents actually participate in a number game played by their children. This time they are shown the value of developing number concepts and understandings as a basis for more abstract number thinking. At a third meeting Miss Listebarger suggests solutions to such complex problems as comic books, regulation of television viewing, the amount of responsibility a second-grader should be able to accept at home.

Again and again she has found that mothers and fathers become more patient about their child's progress as a result of these meetings. Parents and teacher learn to become co-workers in enriching the lives of their seven-year olds.

Each parent is furnished a booklet—written and typed by Miss Listebarger and decorated by the children—describing characteristics unique among second graders, outlining her programme of studies, her goals and the ways in which she plans to achieve them.

The booklet underlines Miss Listebarger's ruling conviction: Children will read if they learn to *want* to read. Second grade, she points out, is the critical time in reading—this is when a child decides whether it is fun or a bore. Clues are listed for parents to watch in evaluating a youngster's growing skill.

The second-grade arithmetic programme calls for understanding numbers up to 200 and a concept of hundreds, tens and ones; addition with sums of ten or less; subtraction of combi-

nations with an answer of ten or less; the initial use of fractions; measurements of time and money, weights and length. Her class, she says, does simple story problems involving addition and subtraction, and often masters numbers through games.

In her language programme Miss Listebarger wants her pupils to become adept at reporting facts that add to the information of the group, and to develop good listening habits as well.

After a trip to the fire station or the post office the boys and girls write their reactions — and in the process improve their spelling and their sentence structure. As the year goes on some of the second graders will begin to organise their thinking into paragraphs concerned with one central thought. The last fire-station trip, incidentally, also inspired two murals made by six boys and girls, who were thus provided an opportunity to express themselves and also to plan and work together. New words too — such as axe, ladder, boots, siren, helmet — were adapted from the trip to the spelling lesson.

Miss Listebarger makes periodic walks through the woods a normal part of the curriculum. For days afterwards the boys and girls study the specimens they bring back, review the trip in prepared talks, make drawings that tell the story of what they have seen, and even write accounts of something unusual that might have happened or been observed.

Great stress is placed on science, for as Miss Listebarger explains to the parents, it is natural for young children to be inquisitive. Everything in their world is new and fresh and wonderful, and therefore at their age they are most receptive to the facts of science. Her children begin building an orderly understanding of the world around them: how seeds are distributed and take root, the place of water and light in our lives, the classification of animals, the relation of temperature to weather and of weather to our daily lives. Young scientists of the future have been vastly encouraged in this class.

Miss Listebarger is one of a very few elementary teachers in Iowa who teach Spanish.

"I believe that a foreign language should be taught at an early age," she says, "because during these years children are imitative and unself-conscious and can pick up languages quickly. If they learn to love language when they are young, the chances are that they will want to continue in high school or college."

Her technique in teaching elementary Spanish is purely conversation. Spanish words are introduced through the use of pictures, objects and context, as well as through songs, games and dramatisations. These adventures in Spanish usually occur at the beginning of the school day and are considered as much a part of the day's work as spelling or arithmetic.

The pupils remember their Spanish, too. "Our fourth grader is still talking Spanish to us," says one parent. Another says, "Mary's curiosity about foreign languages apparently will not be satisfied now until she has studied them in high school and college." Several students have continued their interest after second grade by taking private Spanish lessons.

Certainly the fine school system at Ames is in part responsible for Miss Listebarger's success. The Edwards School is a source of community pride, with its roomy, airy classrooms, well equipped for today's new methods and demands. Counter space, bookcases on wheels and a wood-working bench, for example, provide space to study specimens, display collections, dramatise stories, read in small groups, paint and draw. The room is attractive, with healthy green plants, gaily bound books and exhibits of the children's own handicraft. What E. C. Aurand, the principal of Edwards, calls a "permissively controlled atmosphere" pervades this room.

A native of Fairfax, Iowa, Miss Listebarger graduated from Cornell College in Mount Veron, Iowa, in 1951, the year she started teaching. In addition to her schoolwork, she is actively interested in various Methodist youth movements. She is eager to earn a master's degree, and the chances are that she will soon take a year's leave of absence from teaching if she can arrange a scholarship.

It is difficult to decide whether Miss Listebarger is mostly popular with her second graders, their parents or the educational leaders in Ames. The parents, for example, tell about listless students who suddenly have become interested in their work, of slow learners who have adjusted, of seven-year-olds who have unexpectedly become eager readers, of youngsters who have discovered a passion for science in her class. Her pupils, the parents report, have a desire to know more about current events and people in other lands.

The children love their school and find that work there is fun. Discipline rarely seems to be a problem; it is supplanted by an understanding of how people live together, of fair play and recognition of the rules of good conduct. One former pupil recently expressed appreciation of her teacher this way: "She showed me how to earn good grades."

For their part, educators in Ames are gratified by Miss Listebarger's ability to organise her work, her faultless planning and her great skill. She has a facility, Superintendent of Schools Walter L. Hetell points out, for improving each child in the class, for making each pupil realise that she is interested in him. "She leaves no stone unturned," he adds, "to provide lessons which will help both the superior child and the slow learner."

James F. Fee, supervisor of special education services and school psychologist in Ames, recalls the case of Sam, a markedly overstimulated and hyperactive boy. Sam's generalised convulsions resulted in almost no achievement for him and near exhaustion for his teacher. "My alter-natives were to drop the boy from school or locate an unusually gifted teacher for him," says Mr. Kee. "We thought of Miss Listebarger, and Sam was transferred to her classroom. She worked with him for 13 months, during which time there was a remarkable transformation in him from chaotic confusion to relative stability."

"Miss Listebarger knows how to work not only with children like Sam but with all children. She possesses a rare insight into the emotional needs of children, and under her skillful management they acquire an unmistakable inner contentment and calmness which contribute importantly to their success in the classroom."

(From *American Education*, U.S.I.S.)

"True education is that which draws out and stimulates the spiritual, intellectual and physical faculties of the children. This education ought to be for them a kind of insurance against employment."

— Mahatma Gandhi.

Collections

By ROMA GUPTA

"A person may be able to buy many things in life, but there is one thing he cannot buy. He cannot buy it from the teacher or an institution of learning. That one thing is Education, the products of learning. For that he must work, study, read, think, exercise and put forth efforts of many kinds. In every case, he gains and grows only to the extent that he exerts himself.

"Teachers often fail to realize that pupils must pay the price for ability acquired ; and as a result, teaching frequently becomes the process of lifting, carrying, dragging, pulling, shoving and otherwise assisting pupils along to the end of the course, subject or term. Teachers do the reading, the explaining, the thinking, the talking, the appreciating, the devising, the planning, the problems are teacher worked, the reasons are teacher-thought-out, the formulas are teacher-derived, the apparatus teacher-set-up, the causes are teacher-enumerated, the beautiful is teacher-selected, the wicked is teacher-condemned, the right is teacher-praised. All the pupils do is to remain passive, to listen, to copy, to memorize and finally to recite or to write at a stated time what they can squeeze out of crammed minds.

—Improvement of Teaching in Secondary School

by FRANK A. BUTLER.

"The schoolmaster has his own purpose. He wants to mould the child's mind according to his ready made doctrines It is like forcing upon the flower the mission of the fruit the flower lives in a world of surprises, but the fruit must close its heart in order to ripen its seed."

(Rabindranath Tagore)

Book Review

SCIENCE ON THE MARCH SERIES by Longmans.

This series of books will be of great help to students of General Science as well as to teachers. Good books can play an important part in learning science. Instead of using one text-book and learning that by heart pupils should be encouraged to use several books and learn by doing. This can only be done if schools provide the students with a science library of suitable books. The science teacher should be in charge of those books and keep on adding new books from time to time. This series consists of eleven units, each unit being published as a separate book. As such, the books are very light, and easy to handle. The language is simple and our students will have no difficulty in understanding. The series covers our General Science syllabus.

- The units are,
- (1) Air and you
 - (2) Water and Life
 - (3) The Weather and the Earth
 - (4) Life and Food
 - (5) Health
 - (6) Energy and Engines
 - (7) Hearing and Seeing
 - (8) Electric currents
 - (9) Magnets and Electric Power
 - (10) Birth and Growth
 - (11) Earth and Universe.

Each unit is broken up into several problems for the solving of which different questions are set. Simple experiments are suggested which pupils can perform and find the answers to the questions.

Questioning, experimenting, observing and drawing conclusions—that is the scientific way of dealing with problems. Each problem is followed by “something you may care to do” or “More things to find out”. At the end of the unit are review questions.

The pages are illustrated with photographs and line diagrams which are labelled. Every school library should try to obtain this series. These books can be obtained from Orient Longmans Ltd., Calcutta, Bombay, Madras and Delhi.

—ROMA GUPTA.

THE EDUCATION OF THE POETIC SPIRIT by Margorie L. Hourd.
(William Heinmann, London, Toronto, Melbourne, 10 s. 6 d. net).

In the words of the writer "The book is an attempt to rescue for education, albeit in a narrow field, that of the English lesson, this creative power which Wordsworth has called the 'Poetic Spirit'. The book narrates the story of the growth of children through literature, dramatic work, prose and verse composition as told by the children themselves in what they said, did or wrote. The author does not start with rigid theories, though some significant principles emerge during treatment of the subject. The book reveals itself in the sections entitled 'dramatization', 'imagination', 'relationship' (the teacher's contribution to child expression), 'origination' (an examination of fundamental principles).

The book is intended for those who are interested in the development of children through dramatic work, literary efforts and the like. The author provokes thinking, some of his observations being almost startling. The book has been written throughout in a lighter vein with the story element predominating. But the discerning readers can easily pierce through the smoke screen and discover educational principles of fundamental importance.

—SRI SAMIRON CHATTERJEE (Siksha-Satra, Sriniketan).

(Reprinted from Viswabharati Vinayabhavana Extension Services Newsletter).

"Have we not always been aware of the two kinds of reading done by school children; of the book that went into the desk when the teacher came into the room and the book that came out of it ready for the lesson? But because a child enjoys a schoolboy thriller, it does not follow that he is deaf of the exploits of Achilles

Not does it mean that the child is expected to bow the knee before the hallowed masterpiece. The girl who after a month's reading of an adaptation of "The Iliad" suddenly asked "Isn't this a marvellous story! Who wrote it?" had recognised the quality of genius without any clap-trap about great writers."

(The Education of the Poetic Spirit by Marjory L. Hourd)

FLUTTER IN THE DOVECOTES

(A Report on the P.S.S. and other study Groups)

By KALYANI KARLEKAR

A recent brochure of the Board of Secondary Education of West Bengal requiring secondary schools to set 25% of their examination marks in form of objective tests and to maintain cumulative record cards for pupils in the junior, high and higher secondary classes has created some additional activities in our Samitis and Study Circles.

The Pradhan Siksika Samiti which had been sitting for some time in the past as a study-group of headmistresses and selected teachers devoted all its meetings held in the last quarter to detailed discussions on the maintenance of cumulative record cards in all of which Mr. Mahanta of the Bureau of Educational and Psychological Research of the David Hare Training College acted as the resource person.

The first meeting to be held for this purpose was in November 20th at the Holy Child Institute. The gathering was surprisingly small in the face of the great demand which prevailed for the subject and it transpired later that the day chosen had been inconvenient for many of the would be participants. Only two schools were represented, but the few participants benefited greatly from Mr. Mahanta's lucid explanations.

The next meeting was held for the South Zone at the Institute of Education for Women on Saturday, the 6th December with twentyfive participants and a similar one for the North Zone (because many had missed the first meeting) was held on Tuesday the 11th December at the R. K. M. Nivedita Girls' High School with twenty participants.

It was decided, as a result of these three meetings, to hold a three/four-day orientation seminar in January to provide necessary technical guidance to the teachers. The days have been fixed as the 3rd, 10th, 14th and 16th January and the classes would be conducted by Prof. D. Mahanta.

We are, however, fully aware of the fact that holding of this one seminar will not meet the urgent requirements of the circumstances and shall be very glad to hear from headmistresses who would need further services on the matter.

As a matter of fact, some of the heads who had participated in the previous meetings had invited the Co-ordinator to attend staff meetings of their schools. The Co-ordinator will be only too happy to be of some use in the same way to other schools also.

Outside the main city of Calcutta a study-group has been organised of headmasters, headmistresses and teachers of secondary and higher secondary schools of the Belur-Bally-Uttarpara area. All the meetings of this group held in the last quarter were devoted to the discussion of cumulative record cards and objective tests.

The first of this series of meetings was held at the Bally Banga Sishu Balika Vidyalaya on the 8th October under the joint auspices of the Departments of Extension Services of the Institute of Education for Women and the David Hare Training College. The Co-ordinators of the two Departments and the Assistant Co-ordinator of the latter discussed various problems connected with the maintenance of cumulative record cards with the participants of whom there were about forty.

The next meeting was held on the 24th November at the Belur High School. The subject for discussion was "The Preparation and Administration of Objective Tests". There were forty participants including the Co-ordinators of the Departments of Extension Services of the David Hare Training College, Institute of Education for Women and Hooghly Government Training College. A lively discussion followed a general talk by Sri S. P. Mukherji of the David Hare Training College. Many problems were thrashed out and many others of a more practical nature were left to be worked out in detail at the following meeting.

The third meeting was held at the Amarendra Vidyapith of Uttarpara on Saturday, the 20th December. Thirty headmasters, headmistresses and teachers from schools in the zone attended. They worked in two groups, one for languages and the other for Science and Geography. Mr. Mahanta of the Bureau of Educational and Psychological Research and Mrs. Karlekar acted as resource persons for this first group while the second worked under the guidance of Sri B. Bhattacharya and Sri Majumder of the Hooghly Government Training College. The work continued for three hours with a short break for light refreshments.

This study-group has decided to make itself a permanent feature of local educational life and has elected a committee for the management of its functions. Those who are interested in this should write to the Co-ordinator of the Department of Extension Services of either the Hooghly Government Training College or the Institute of Education for Women.

What the writer of the report gathered from these meetings of the Pradhan Siksika Samiti and the Zonal Study Group in the Belur-Bally-Uttarpara area is that heads and teachers of secondary schools do not hesitate to call for the Department of Extension Services at times of felt need. This is indeed a message of hope to those of us who had spells of frustration, peddling unwanted goods at certain times. This is also a lesson that all planning of Extension Services activities should wait upon the demands of the schools.

Another point which loomed large in this connection is the seriousness of the position and the general unpreparedness in the face of it.

All engaged in secondary school teaching and administration have been realising, for sometime in the past, the inadequacies and imperfections of the prevailing system of evaluation of the pupils. All have felt the need for reforming the systems of both internal assessment and external examinations. The need for guidance for better development in school and future placement in life has also been felt. What, however, has been holding back most of us is our own inadequacy for tackling such a tremendous job.

The very short "B.T." training includes no orientation on cumulative record cards and very little instruction on new methods of examination and to these insufficiently equipped teachers has been given the very serious responsibility of comprehensive assessment of children under extremely difficult circumstances. The general condition of school buildings, the existing teacher pupil ratio and the prevailing methods of class-room teaching all leave very little scope for observation and objective scaling of the various points required to be entered in the card. It seems, in these circumstances, that, this, single sheet of folded and printed cardboard is destined either to be thrown into the waste paper basket or to serve as a catalyst for the reorganisation of our whole system of education and evaluation.

The intentions of the people entrusted with this job have struck us to be uniformly good, but the sense of helplessness is simply staggering. The refrain of the discussions in almost all these meetings was "But how are we to do justice?" Both the objective and subjective handicaps were considered to be very great. One headmistress asked — "Do you think that saddled with all the worries and overwork teachers are in a fit state of mind for objective analysis of human beings?" "Do you think" asked another "that we are ourselves psychologically sufficiently normal to be impartial?"

This atmosphere of helplessness reminded the writer of a poster seen at the early stages of the second great world war. It consisted of a picture of an aeroplane pilot standing on the ground with hands stretched out in a gesture of helplessness and carried the caption "Give us more planes!" Our teachers are now asking for more of everything — of training, of man-hours, of space, of equipment, of atmosphere, and of more things than the writer dares to list here, none however, has any hope of these demands being fulfilled in the near future.

Is the position then hopeless? On the contrary, against all dictates of reason, the feeling gathered at these meetings was of intense effort. The history of man has taught us that it is the human will which first awakens and desires and then great movements are wrought in its wake. We are now faced with a similar awakening in the teachers — an awakening to inadequacies. Discussions are being held everywhere: ways and means will surely be found to work reasonable approximations within the given limitations till a more desirable position is achieved.

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"The social organization of the school, the kind of social roles one has an opportunity to play, whether competition or cooperation prevails, whether there is more opportunity for team work than for solitary work, all contribute to the type of man which will grow up in these surroundings."

—Karl Mannheim.

Experimental Projects

There was less work on the Projects in this quarter than in the previous one, the main reason being that it contained the long gap of the Pujah holidays and a shorter one on account of the terminal examinations held in many schools. Work however proceeded steadily if somewhat unspectacularly.

Two more tests were administered :—firstly, an essay type test on geographical studies of West Bengal and, secondly, objective type tests were even better than those of the previous ones. There was no failure and the highest marks obtained were $\frac{94}{100}$ against $\frac{88}{100}$ of the other. This allayed the fear which some of us had that the results of the objective type tests on West Bengal were so good because the subject matter was revisional in nature.

The results of the essay type test on West Bengal, on the other hand, were extremely disappointing. There was a large number of failures—the majority of marks being ranged within the “twenties”. This great drop in “percentages” in marks was somewhat counteracted on the average because of the much better scores made in the objective tests. But the marks obtained in the essay examination were so low that it was not possible to avert a fall in percentages for girls undergoing the experiment. This created broken hearts because their positions in the general class fell in proportion and their ranks suffered accordingly.

This set us searching for causes, for we had expected the girls to do much better, because, apart from the large quantities of information acquired as shown in the objective type tests it was hoped that they would have had a great deal of practice in writing essay answers through preparing and writing individual and group reports. This hope being belied we decided to approach the girls themselves for finding out causes of this disaster. Our queries drew the following suggestions from them :—

1. In their enthusiasm to study for themselves the girls had acquired such volumes of information that it was extremely difficult for them to compress these into the short answers required of them.
2. The questions were rather novel in nature—calling for thought and imagination instead of the general rote-type essay questions usually required from them.
3. Having no set books to read they had very little facility for preparing for the examination.

We had discussions on these findings and the conclusions reached are given below seriatim:

1. The girls may be allowed to collect copious information for their group and personal collection books, but they will be taught to summarise in reporting in class and preparing notes for the examinations. A great deal of oral work is to be introduced for the purpose.

2. This exposed a great defect in our experiment, i.e., the girls were still suffering from the domination of verbalism. They just looked up books in search of information and "mucked up" the collected material for the examinations. Suggestions for remedying this were, firstly, that emphasis on practical work should be much greater and, secondly, that teachers should pose "problems" instead of giving "questions" to the girls for answering.
3. It was decided that the girls would be encouraged to take down summary points in personal note books for the purpose of preparation for examinations. It was also suggested that several periods should be set apart for making preparations in class and, in these periods, the maps, charts and other visual materials prepared in course of the work should be on exhibition in the classroom so that the girls could acquire quite a lot of information by studying those closely. The third suggestion was that teachers should guide that girls in the techniques of preparing each other with the studies.

Having arrived at these conclusions it is now being hoped that the girls will now have much greater practice in developing their own thought and expressing those in their own language. Without the crutches of text books and notebooks they may have to hobble along for sometime but we have no doubt that sooner or later, they are bound to bloom into good essay writers.

Here we must acknowledge the services of Mrs. Archana Guha, Headmistress of the Brojo-mohan Tewary Girls High School, in rating the two sets of tests undertaken in this quarter. Her help was sought because we felt that a higher degree of uniformity could be achieved if all papers from these five schools were examined by a single person and an outsider.

The Project Group had only two meetings in the quarter under review. The first meeting was held on the 27th November and the second on the 18th January, 1958. In both these meetings, in addition to assessing activities of the previous month and planning for the next, the group, under the guidance of Mr. Mahanta of the Bureau of Educational and Psychological Research problems of evaluation of some aspects of development not measured through the tests and as indicated in the profile sheet printed in the last issue of the Quarterly.

The teachers engaged in the Project are hopeful of a reasonable degree of success in their work and have felt that they would like to give a little publicity to it so that others also may venture into experimenting with educational methods. They are, therefore, planning to hold an exhibition of the work done upto the end of the session. The end of April or beginning of May has been fixed as the possible time.

Of the five schools engaged in this experiment, Chittaranjan Girls' School of Kasba has received the information that a grant of Rs. 750/- has been sanctioned by the All India Council for Secondary Education for the first year of its working. The amount is to be disbursed as following :—

Field trips	Rs. 200/-
Objective and other tests	Rs. 200/-
Books, albums and pictures	Rs. 100/-
Maps and charts	Rs. 250/-

This is really a great encouragement though the money has not yet reached the grantees. We hope that the other four schools will also be granted similar amounts.

Speaking of grants from the All India Council for Secondary Education we have to mention that the Sakhawat Memorial Government High School for Girls has received grant for the Science Clubs which it has been running for some time in the past. Three schools in all had applied through us for this grant. We hope that the other two will also receive theirs as soon as possible.

We have to mention in this connection that the application of the Institute of Education for Women for a grant for the establishment of a Central Science Club has not even been acknowledged.

These days for educational reorganisation are also days of curricular and co-curricular experimentation. The Department of Extension Services of the Institute of Education for Women is trying to do its little bit with the help of sympathetic schools. Much more yet can be done even within the limited scope of departmental activities. The "structural method" of teaching English has not been introduced in most of our schools and the method being new, there is great scope for experimentation with it. A second suggestion is about the teaching of the mother tongue. The new syllabus for Bengali prescribed by the Board of Secondary Education has led to a great deal of controversy. We could experiment to find out whether it is possible to work it in schools and if not, we could give our constructive suggestions on the matter. As for experiments on co-curricular activities, we could try to develop simple, easy-to-work types of activities to help us to find out and scale some of the interests and personality traits in the new cumulative record cards introduced by the Board. We could also experiment with new methods of testing and evaluation.

In conclusion, we should like to appeal to the heads of our secondary schools to take up such experiments not only for the improvement of their own teaching standards but also to help others with guides and models. The Department of Extension Services will be happy to help in the formulation and implementation of any such scheme.

—:0:—

"In workshops we are more interested in the process of learning how to work with other people than in the specifics to be learned. We are most interested in the development of human relations, the techniques of meeting and adjusting to others so that both will grow. This involves cooperation as a method of procedure.

"We are also interested in facts learned, as long as they are pertinent to the learner. We have evidence in our evaluative material that many facts are learned and they are retained. We believe this is due to the relationship between the facts and the needs of the learner."

(The Workshop Way of Learning by Earle C. Kelley.)

Some Objective Type Test Questions

ENGLISH

By SADHONA GUHA

Q. 1. SPELLING TEST.

I. In each of the following sentences only one word is wrongly spelt. Underline that word and write the correct spelling on the right blank beside the question numbers. The first is done for you.

1. Mumtaz Mahal was famous for her butty. beauty

2. Whome do you want ?

3. I am writting a letter.

4. He was comming to School.

II. There is one word wrongly spelt in the brackets. Cross out the incorrect words.

1. Tom has eaten too (meny, many, menny, manny) apples.

2. Do not (believe, beleive, belive, beleave, beleve) everything you here.

Q. 2. SENTENCE CONSTRUCTION TEST.

Direction — Put the following words in the right order and say what sentences they make.

(a) a defends master dog bravely his.

(b) my asked paper the I teacher correct to.

Q. 3. COMPREHENSION TEST.

Supply from the list given in brackets the missing words which will complete the meaning of the following :—

(Idle, move, busy, walk, happy slow)

All of us have seen ants. They are never ———. They ——— here and there and are always ———.

Q. 4. VOCABULARY TEST.

I. Direction — Draw a line under 'same' if the two words mean nearly the same, draw a line under 'Opposite' if they mean nearly the opposite. For example, in the 1st pair of words "Catch" & "hold" mean the same thing. So a line is drawn under 'same' in the brackets. Start with No. 2.

1. Catch — Hold

(Same — Opposite)

2. Sell — Buy

(Same — Opposite)

3. Rich — Poor

(Same — Opposite)

4. Dry — Wet

(Same — Opposite)

II. Direction — underline the one word in brackets which means nearly the same as the word on the left. For example, in the 1st question, 'Pain' in the brackets means nearly the same as 'suffering' and so the word 'Pain' is underlined. Now continue from the second question.

1. Suffering means (Pain, well, man, fat)
2. Finish (Turn, open, stop, find)
3. Sound (Notice, news, idea, noise)
4. Attend (Compare, appear, listen)

III. Direction — One word in each line is different from the other words. Draw a line under the word that is different. For example, 'snake' in the first line is different from others. So 'snake' is underlined. Now do the others.

1. Bullock, elephant, Tiger, snake, horse.
2. Mud, store, sand, dust, soil.
3. Bread, fish, meat, stone, egg.
4. Chair, table, almirah, water, bed.

IV. Direction — Fill in the blanks. The first one is done for you.

1. Dogs

Bark.

2. Birds

3. Cocks

4. Lions

V. Direction—Complete each statement by underlining the two best words in the brackets against each line. For example, cat has always 'legs' and 'fur' and not 'mouse'. So the words 'legs' and 'fur' are underlined. Now do the others.

1. Cat always has (best, family, legs, mouse, fur).
2. Navy always has (tents, ships, soldiers, sailors, fighting).
3. Tailor needs (Thread, paper, needle, ground, board).
4. Man always has (Breakfast, heart, hard, rice, knife).

Q. 5. TRANSLATION TEST.

I. Direction — Choose the correct English word from the brackets for each of the following words. Draw a line under that correct word. The first one is done for you.

1. বদলান (Exchange, change, arrange, appoint).
2. বিশ্বাস করা (Relieve, believe, receive, support).
3. দূর (Near, distant, top, low).
4. সস্তা (Dear, cheap, durable, expensive).

II. Select and underline the correct Bengali word within the brackets for each of the English words. The first one is done for you. Do the others.

1. Language (সাহিত্য, কলা, ভাষা, সঙ্গীত, বিজ্ঞা)
2. Discipline (নিয়ম, অহুশাসন, পুরস্কার, আইন, শাস্তি)
3. Memory (শ্রবণশক্তি, মানসিকশক্তি, স্মরণশক্তি, তর্কশক্তি)
4. Pity (ক্রোধ, লোভ, রূপা, ঘৃণা, দয়া)

III. Here are a few Bengali words.

(১) কলা, (২) যুদ্ধ, (৩) বাজ, (৪) বৃত্ত, (৫) মৃত্যু, (৬) শত্রু

Below is given a list of English words. Chose the correct Bengali word and write its number against each of the English words. For example, 'Battle' means যুদ্ধ so the number (2) is written against 'Battle'. Continue with the others,

- | | | | |
|---------------|---------------|--------------|------------|
| 1. Battle (2) | 2. Circle () | 3. Death () | 4. Box () |
| 5. Enemy () | 6. Art () | | |

Q. 6. GRAMMAR TEST.

I. Complete the following sentences with the correct noun from out of the words on the left. Look at the 1st question. The noun from 'beg' is 'begger'. So the word 'begger' is written in the blank space. Now continue with the rest.

1. Beg : A beggar died of hunger today. 2. Marry : Kana's ——— took place yesterday.
3. Unite : ——— is, our strength. 4. Obey : ——— is a good quality.

II. Direction—Complete the following sentences with the correct verb-forms of the words on the list. The first is 'behaviour'. The verb is 'Behave' and it is written in the blank space in the sentence. Do the others.

1. Behaviour
2. Action
3. Service
4. Division

Ram knew how to behave well.

He ——— well on the college stage.

I ——— the Government for years.

Our old India is now ——— into two.

—:o:—

"Dead is the letter, though it be written by the hands of angels, with stars for pens, and dead is all book learning that does not awaken its response in the mind of the reader, fusing life with his life. Killing and destroying to the soul are not only mathematics and grammar, but all intense mental strain imposed upon the child before brain and body are developed . . . and before a natural desire to be enlightened has arisen."

(N. F. S. Grundvig)

Editorial

This is the first issue of the Teachers' Quarterly in the second term of work of the Department of Extension Services of the Institute of Education for Women. The first term was one of three years from October 1955 to October 1958 and the second will be of less than three from October 1958 to March 1961.

We had to do serious rethinking of our thoughts and revaluation of our values at the beginning of the second term, because, to us, this term is new in more senses than one. It is not just a renewal of our old contract to serve the All India Council for Secondary Education, but it is service under changed circumstances. We have had to start, in our second term, with amenities cut down, finances attenuated and staff reduced while our work was inclined to increase in volume. This may seem to be a poor beginning, but we dared to take it up with the feeling that a beginning, however poor, is better than no beginning. The degree of success with which we shall be able to pursue our activities in this term will, therefore, depend on our participants' feeling in the same way.

At this crossroads we have also to prepare ourselves in another very important respect. If we have worked with any degree of sincerity and energy in the last three years we should have ceased to be outsiders to our secondary schools by this time and, if this has happened, we should be prepared to welcome this fruition and let our flowers drop.

To let this process work out smoothly as also to stretch our meagre finances to the utmost we should abandon the more spectacular aspects of our activities and devote ourselves to working intensively in a narrower field. We had started to work on these lines even towards the end of our first term and evidence of such activities with the help of the schools themselves will be found in our reports on the experimental projects and study-groups organised on local initiative.

We have been very happy whenever some heads of girls' schools requisitioned our services according to their needs. Some meetings to discuss problems related to the preparation and administration of objective tests and maintenance of cumulative record cards were organised in this way and short or long courses of training of these subjects will be undertaken if there is sufficient demand for these from schools.

We had always wanted schools to tell us the kinds of services they should like us to provide for them. Now we request them to come forward to help us organise these with the small resources that we still have at our disposal. We feel this is the only way to retain and continue some of the necessary services rendered by us when our days are over. We request them to take up the threads as we drop them so that our path in this second term should not end in liquidation, but in absorption in the body educational of the state.

In this connection we should like to acknowledge the help given us by the Government of West Bengal. We had received a grant of Rs. 5,000/- only for the purchase of books in the first term and, in the second term, they have agreed to grant us amounts not exceeding Rs. 6,000/-

only annually towards the payment of T.A. and D.A. to our participating teachers and sanction a grant of Rs. 1,575/- only for the purchase of a convertor for the electrical equipment received by us from T.C.M.

We thank them for the help already received and hope for the future that more help from them will make it possible for us to tide over many financial difficulties in the second term of our services.

In these circumstances we should like to close this volume with a note of hope, — hope for increased cooperation from the educationists and further financial help from the Government of West Bengal.

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"Whenever a teacher comes to feel that he has a course organised and set up just the way he wants it, then is the time he should throw his outlines in the waste paper basket and begin to study his students anew. The end of problems, the end of the need for improvement is the end of creativity. The good is often the enemy of the better. That which is held to be good will not stay good. In the stultifying atmosphere of solved problems it will deteriorate. If it does not deteriorate, the world will move on and leave it behind."

(The Workshop Way of Learning by Earle C. Kelly.)

...usually towards the payment of T.A. and D.A. to our participating teachers and ...
...of Rs. 1,25/- only for the purchase of a copy for the class and ...
...as from T.C.M.
We think that the help already received and hope to receive in the future ...
...will make it possible for us to tide over many financial difficulties in the coming ...

In these circumstances, we should like to show this volume with a sense of hope ...
...in the education and further financial help from the Government ...
...of Bengal.

—:—

"Whenever a teacher comes to feel that he has a course ...
...but the way he wants it, there is the time he should throw his ...
...paper basket and begin to study his students' ...
...of the world for humanity is the end of creative ...
...of the better. That which is held to be good will not ...
...unimpaired of which problems it will deteriorate. If it does not ...
...world will move on and leave it behind."

(The Workshop Way of Learning by E. C. ...)

